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Grado en Maestro en Educación Primaria
Lehen Hezkuntzako Irakasleen Gradua

Trabajo Fin de Grado
Gradu Bukaerako Lana

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UNIDAD DIDÁCTICA DE AICLE PARA LA
EDUCACIÓN PRIMARIA***

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PREÁMBULO

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Primaria por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Primaria se estructuran, según la Orden ECI/3857/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psicopedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3857/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3857/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para

todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.

En este trabajo, el módulo *de formación básica* se ve reflejado en la sección “2.1. Link with the Primary School Curriculum” (Sentido y vinculación con el currículo de Educación Primaria), “3.1. Contextualization” (Contextualización), “3.2. Objectives” (Objetivos) y en la propia Unidad Didáctica presente en la sección “4.1.3. Unit Plan” (Unidad Didáctica). Básicamente, este módulo me ha permitido conocer las diferentes leyes y regulaciones educativas, distinguir los ciclos y cursos de la etapa de Educación Primaria y sus peculiaridades, diferenciar las características cognitivas, emocionales, psicológicas y físicas del niño en sus diferentes edades, ser consciente de la diversidad de alumnado que existe en el aula y cómo actuar para atender a sus necesidades, y, por último, conocer diferentes metodologías y enfoques educativos. En definitiva, el módulo de *formación básica* me ha permitido adquirir una visión más amplia y una mentalidad más abierta sobre la realidad educativa y su contexto.

El módulo *didáctico y disciplinar* se concreta en la parte práctica de este trabajo, es decir en el desarrollo de la propuesta didáctica presente en la sección “4.1.3. Unit Plan” (Unidad Didáctica). A través de este módulo he logrado ser competente en la creación de unidades y secuencias didácticas para la etapa primaria. Además, me ha aportado conocimientos sobre cada una de las asignaturas de la Educación Primaria y la habilidad para obtener o crear recursos.

Asimismo, el módulo *practicum* me ha permitido partir de las experiencias que he vivenciado como base para el correcto planteamiento de la Unidad Didáctica presente en la sección “4.1.3. Unit Plan” (Unidad Didáctica) de este trabajo.

Además, he tenido la oportunidad de realizar el sexto semestre en el extranjero lo cual me ha permitido mejorar mi competencia comunicativa inglesa, que se ve reflejada a lo largo de todo este trabajo.

Por último, el módulo *optativo (mención en lengua extranjera: inglés)* me ha permitido conocer el método AICLE y mejorar mi competencia lingüística en inglés. Esto se refleja a lo largo de todas las secciones, ya que el tema de este

trabajo forma parte de dicho módulo. También, este módulo me ha permitido conocer las grandes posibilidades que ofrecen las nuevas tecnologías, lo cual se ve reflejado en el formato de este trabajo, especialmente en el desarrollo de la unidad didáctica presente en la sección “4.1.3. Unit Plan” (Unidad Didáctica).

Por otro lado, la Orden ECI/3857/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados “ANTECEDENTES, OBJETIVOS Y CUESTIONES” y “CONCLUSIONES”, así como el preceptivo resumen que aparece en el siguiente apartado.

Resumen

El Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) es un enfoque vigente en la mayoría de centros escolares de la Comunidad Foral de Navarra. Es un método eficaz para que el alumnado adquiera la competencia comunicativa en una lengua extranjera. Básicamente, consiste en el uso de la lengua extranjera, principalmente la inglesa, para el aprendizaje de contenidos curriculares de una asignatura concreta. Partiendo de este enfoque, en el presente estudio, se ofrece un modelo de Unidad Didáctica para el alumnado del segundo curso de la etapa de Educación Primaria sobre el tema de las plantas.

Palabras clave: AICLE; Unidad Didáctica; enfoque; 4Cs; “scaffolding”;

Abstract

Content and Language Integrated Learning (CLIL) is a current approach settled in many schools from Navarre. It is an effective method so that students acquire the communicative competence in a foreign language. It consists, basically, of using the foreign language, English principally, in order to learn curricular contents from a concrete subject. In the present study, a Unit Plan about “Plants”, has been designed for second graders of Primary School, following the CLIL method and treating the theme of plants.

Keywords: CLIL; Unit Plan; approach; 4Cs; *scaffolding*.

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1. ANTECEDENTES, OBJETIVOS Y CUESTIONES

1.1. Introducción del tema o propuesta

1.1.1. Planteamiento y finalidad del estudio

Este trabajo se centra en un enfoque actual a nivel internacional para abordar la enseñanza y aprendizaje de lenguas extranjeras. Se trata del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE), una alternativa válida para la enseñanza y aprendizaje de lenguas extranjeras, conocida en inglés como “Content and Language Integrated Learning” (CLIL),

El objetivo principal de este estudio es presentar una propuesta didáctica basada en el programa AICLE para el segundo curso de la etapa de Educación Primaria. Para ello, se hará un análisis previo sobre dicho enfoque, dejando constancia de su actual importancia.

1.1.2. Descripción general de la línea de investigación

El Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) es un método eficaz para que el alumnado adquiera la competencia comunicativa en la lengua extranjera. Básicamente, se trata del uso de una lengua extranjera, predominantemente la inglesa, para el aprendizaje de contenidos curriculares de una asignatura concreta.

Además, el enfoque AICLE defiende una metodología constructivista donde cada alumno y alumna es protagonista de su propio proceso de aprendizaje. El maestro o maestra debe apoyar al alumnado orientándole y guiándole para favorecer la construcción de dicho aprendizaje.

Se trata de un enfoque relativamente moderno y actual. Su éxito se debe, en parte, a los cambios y progresos en diferentes ámbitos a nivel mundial, y al proceso de globalización, del cual surge la necesidad de aprender lenguas extranjeras para favorecer la comunicación entre países. Todo ello hace que surjan grandes demandas lingüísticas en el ámbito educativo y la necesidad de crear métodos que las satisfagan eficaz y eficientemente.

1.1.3. Concreción del contenido del trabajo de investigación

Este trabajo se divide principalmente en tres bloques: *Marco Teórico* (“2. Theoretical Framework”), *Materiales y Métodos* (“3. Materials and Methods”) y *Resultados y Discusión* (“4. Results and Discussion”). El primero de ellos se corresponde con la parte teórica del estudio y los dos siguientes se corresponden con la parte práctica del mismo.

En primer lugar, en el bloque de *Marco Teórico*, se explica, por un lado, la relación del estudio con el Currículo de Educación Primaria (DECRETO FORAL 24/2007) y, por otro lado, se profundiza en el enfoque AICLE, abordando su definición, sus antecedentes, su éxito, su puesta en práctica en cuanto a la metodología, y el rol tanto del docente como del aprendiz. Además, se explican las características propias de una unidad didáctica de AICLE y se habla de algunos resultados de la práctica de este método.

En segundo lugar, en el bloque de *Materiales y Métodos*, básicamente se contextualiza la Unidad Didáctica de AICLE presente en este proyecto, se hace referencia a los objetivos generales escogidos del Currículo de Educación Primaria de la Comunidad Foral de Navarra (DECRETO FORAL 24/2007) y se explica el diseño que se ha seguido al desarrollar la propuesta didáctica.

En tercer lugar, en el bloque de *Resultados y Discusión*, se presenta la propia Unidad Didáctica y se introduce una valoración sobre ella.

Por último, el trabajo concluye con unas conclusiones finales y las correspondientes referencias y anexos.

1.2. Sentido y vinculación con los contenidos del Grado de Maestro en Educación Primaria

El Grado de Maestro en Educación Primaria presenta una serie de competencias básicas que los estudiantes de esta titulación deben haber adquirido al finalizar sus estudios. Según la normativa de la titulación del Grado de Maestro en Educación Primaria, las competencias son las siguientes (<http://www.unavarra.es/fac-humanasysociales/estudios/grado/grado-de-maestro-en-educacion-primaria/presentacion?submenu=yes>):

1. *“Demostrar, poseer y comprender conocimientos propios de la Educación Primaria, posteriores a los estudios de Secundaria, que se apoyan en libros de texto avanzados y que incluyan conocimientos procedentes de la investigación educativa.”*
2. *“Saber aplicar estos conocimientos en la práctica profesional y poseer las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas en el ámbito educativo.”*
3. *“Tener la capacidad de reunir e interpretar datos relevantes en el ámbito educativo que les permita emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.”*
4. *“Poder transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado.”*
5. *“Desarrollar habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.”*

Por tanto, en este apartado, yo, como estudiante del Grado de Maestro en Educación Primaria pretendo visibilizar que he adquirido todas y cada una de las competencias anteriores reflejándolas en este Trabajo de Fin de Grado. Para ello, numeraré cada una de las competencias y haré referencia al apartado de este trabajo donde se refleja la adquisición de la propia competencia.

1. *“Demostrar, poseer y comprender conocimientos propios de la Educación Primaria, posteriores a los estudios de Secundaria, que se apoyan en libros de texto avanzados y que incluyan conocimientos procedentes de la investigación educativa.”*

Esta competencia se ve reflejada en el apartado “4.1. Results” (Resultados), concretamente en el desarrollo de la Unidad Didáctica donde se pueden comprobar mis conocimientos sobre cómo abordar el tema de las “Plantas” en el segundo curso de la etapa de Educación Primaria, teniendo en cuenta el desarrollo cognitivo de los niños y niñas de esta edad, y a su vez siendo rigurosa en el tratamiento de los conceptos del tema.

2. *“Saber aplicar estos conocimientos en la práctica profesional y poseer las competencias que suelen demostrarse por medio de la elaboración y*

defensa de argumentos y la resolución de problemas en el ámbito educativo.”

Aunque la Unidad Didáctica de este trabajo no haya sido puesta en práctica, esta competencia se ve reflejada en los diferentes objetivos, contenidos y criterios de evaluación específicos marcados en la unidad con la finalidad de trabajarlos con los niños y niñas. Asimismo, se ve reflejada en los instrumentos de evaluación propuestos y en las fichas (anexos) de cada actividad. Todo ello ha sido diseñado aplicando mis conocimientos prácticos del ámbito profesional y teniendo en cuenta mi experiencia en dicho ámbito.

Igualmente, esta competencia se manifiesta en el apartado “4.1. Results” (Resultados), en el que se introduce la Unidad Didáctica, ya que ésta representa una propuesta adaptada a una edad y área específica. Para ello, he tenido que crear un recurso creativo cuya adecuación he fundamentado en el apartado “4.2. Discussion” (Valoración).

3. *“Tener la capacidad de reunir e interpretar datos relevantes en el ámbito educativo que les permita emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.”*

En el apartado “2.2. State of the art” (Estado de la cuestión) se refleja esta competencia, ya que tras la búsqueda de bibliografía he sido capaz de “reunir e interpretar” diferente información sobre el enfoque AICLE y, según ésta, “emitir juicios” y reflexiones sobre éste.

4. *“Poder transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado.”*

A lo largo de todo el desarrollo de este trabajo se puede comprobar la adquisición de esta competencia, ya que trato de transmitir información sobre el método AICLE y presento una propuesta didáctica desarrollada según dicho enfoque.

5. *“Desarrollar habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.”*

Esta competencia se ve reflejada a lo largo de todo este proyecto.

2. THEORETICAL FRAMEWORK: theoretical principles and teaching implications

2.1. Link with the Primary School Curriculum

Content and Language Integrated Learning programmes are linked with an appropriate syllabus, in the case of this study, with the Primary School Curriculum from Navarre (DECRETO FORAL 24/2007).

As Mehisto, Marsh & Frigols (2008) state, CLIL involves setting changes in educational issues. Yet, it can easily fit into the parameters established by a regional curriculum. Thus, CLIL does not imply a separation from standard good practice in education, but on the contrary, it implies setting a good practice based on the corresponding standard syllabus.

In fact, this project is related to the Primary School Curriculum (DECRETO FORAL 24/2007), concretely, when referring to the didactic proposal which is introduced in this project. This model of Unit Plan, based on CLIL, has been designed following the objectives, contents and assessment criteria from the corresponding syllabus. Therefore, the Unit Plan is appropriate to be developed and put into practice in any school from this community in which the CLIL method is implemented.

Furthermore, the general objectives, general contents and general assessment criteria have been selected from the curriculum according to the subject (Conocimiento del Medio or, in this case, Science) and implications of the unit as well as the learners' age.

The Unit Plan theme is "Plants" and it has been designed for second graders of Primary Education. Apart from appearing in the curriculum, the reason why this topic has been chosen is, on the one hand, because students will be able to learn some facts about these living-things that they are used to seeing in the everyday life. Moreover, plants are something learners recognize but they are not likely to know how they "work". Thus, this Unit Plan will enable students to get to know exactly what plants are, in a meaningful way.

On the other hand, they will have to use the target language (English), since it is a CLIL Unit Plan. They will not only learn and use the key vocabulary of the unit,

but also they will learn new expressions, new general vocabulary and grammar. Therefore, they will improve their communication skills and acquire the Communicative Competence in this language. In other words, they will learn to use the target language to communicate due to the existence of a communicative necessity.

Actually, the Primary School Curriculum from Navarre, offers a definition of the Communicative Competence in foreign languages: “La competencia comunicativa es la habilidad para comprender, expresar e interpretar pensamientos, sentimientos y hechos tanto de forma oral como escrita, en un idioma apropiada de contextos sociales –trabajo, hogar, ocio, educación y formación- en distintas lenguas, de acuerdo con los propios deseos y necesidades” (DECRETO FORAL 24/2007).

In addition, the activities suggested in the Unit Plan of this project not only promote and reinforce the acquisition of the Communicative Competence but also the acquisition of general competences from the Curriculum (DECRETO FORAL 24/2007) such as: “Competencia en comunicación lingüística”; “Competencia en el conocimiento e interacción con el mundo físico”; “Autonomía e iniciativa personal”; “Competencia social y ciudadana”; “Competencia para aprender a aprender”; “Competencia cultural y artística”.

2.2. State of the art

2.2.1. Definition of CLIL

“The term Content and Language Integrated Learning (CLIL) refers to the educational settings where a language, different from the students’ mother tongue, is used as a medium of instruction” (Dalton-Puffer, 2007, 1). Dalton-Puffer states that any language can be used for this language learning method. However, English is the predominant language when referring to CLIL practice.

According to Mehisto, Marsh & Frigols (2008), CLIL is not a “just-in-case approach” but a “just-in-time approach”. In other words, “CLIL students do not learn a language simply for the sake of language learning and future use, but they set just-learned language to immediate use while learning and manipulating content that is relevant to their lives” (Mehisto, Marsh & Frigols, 2008, 21).

Furthermore, CLIL implies establishing a specific type of methodology as well as a precise teacher and learners' role, which will be covered on section "2.2.4. CLIL in practice" of this study.

"In short, CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Mehisto, Marsh & Frigols, 2008, 9).

2.2.2. CLIL Background (Pre-CLIL)

Dalton-Puffer (2007) asserts that the CLIL method can be considered a new practice and an old practice. In fact, using a foreign language as a medium of learning is definitely an innovation in the educational systems of European countries.

According to Mehisto, Marsh & Frigols (2008), in Europe, the term CLIL was first used in 1994. Nevertheless, there were some similar practices related to this approach long time ago.

On the one hand, "the first known CLIL-type programme dates back 5000 years to what is now modern-day Iraq. The Akkadians, who conquered the Sumerians, wanted to learn the local language. To this end, Sumerian was used as a medium of instruction to teach several subjects to the Akkadians" (Mehisto, Marsh & Frigols, 2008, 9).

On the other hand, some centuries ago, "Latin was used as a language of instruction in European universities. Yet, in the purest sense, it cannot be considered an example of CLIL, since it left little room for the development of local languages. By contrast, CLIL seeks to support second-language learning, while also favouring first-language development" (Mehisto, Marsh & Frigols, 2008, 9).

In the end, "around the beginning of the 90s, European institutions, concerned with the construction of Europe, for which languages are an asset to be preserved and promoted, heralded change in the domain of education in general and languages in particular. The specific European approach represented by CLIL began to take shape" (Dafouz, Guerrini & Coyle, 2009, 4).

As a final point, according to Dalton-Puffer (2007), many terms are in use to refer to CLIL practices. She states that all of them have their particular historical and contextual roots and stand for a different ideology. However, the term CLIL is currently recognized around the whole European continent.

2.2.3. The rise of CLIL

Recently, many advances and new methods are being implemented in the majority of educational centres regarding the language learning. In fact, according to Dalton-Puffer (2007), nowadays, teaching and learning in a foreign language is an everyday experience in most parts of the world.

One of the reasons of these changes and progresses is *globalization*, which is making the world interrelated. This fact implies setting a common language to make communication possible and, consequently, a language teaching method for that common language.

Actually, “*globalization* has made the world interconnected in ways not seen before. The world is rapidly becoming a very mixed global village. Mobility, both physical and virtual, is becoming an ever-increasing reality and this is having an impact on languages” (Mehisto, Marsh & Frigols, 2008, 10).

Therefore, this fact made governments reconsider foreign language teaching and learning, as well as think about new ways and methods in order to improve it. Thus, all of this contributed to the development of a new approach, called CLIL (Content and Language Integrated Learning), by the mid-1990s.

Nowadays, education departments throughout Europe are still working hard in order to accomplish these language demands. As a result, “the implementation of CLIL programmes is becoming commonplace, in the belief that this kind of approach is the best way to increase students’ foreign language proficiency. As intensive foreign language learning does not seem to be the solution, the CLIL approach may prove a far more productive way to increase students’ foreign language capabilities” (Lasagabaster & Sierra, 2009, 1).

In this way, “it has transformed teaching principles, beliefs, methodologies and attitudes towards foreign language teaching principles, beliefs, methodologies and subject learning throughout many parts of the world including Europe, and very specifically Spain” (Dafouz, Guerrini & Coyle, 2009, ix).

In short, the current necessity of learning foreign languages, due to the global society human beings are immersed in, has made CLIL succeed in the education systems throughout Europe.

2.2.4. CLIL in practice (methodology, teacher and students' role)

This section covers the main characteristics of a CLIL classroom regarding the methodology, as well as the teacher and student's role.

- *Methodology*

Basically, a CLIL methodology implies a classroom provided with a learning atmosphere where students construct and develop their own knowledge through the use of realia (authentic materials), by doing hands-on activities and with the guide and help of their teacher. In other words, students in CLIL classrooms are usually stimulated by real materials in order to create life experiences and discover new knowledge.

As Mehisto, Marsh & Frigols (2008) assert, by creating an enriching learning environment, learners can be encouraged to gain the confidence to take charge and be protagonists of their own learning. This, mainly, focuses on creating connections between the learners' lives and the content to be learnt at school, which makes learning meaningful. In this sense, students actively construct their own understanding and learning.

In fact, "CLIL is not about the transfer of knowledge from an expert to a novice. CLIL is about allowing individuals to construct their own understandings and be challenged" (Coyle, Hood & Marsh, 2010, 54).

Therefore, the CLIL approach is, in a sense, based on the so-known constructivist theory. As Dalton-Puffer (2007) states, constructivism stands for a concept of learning defined as an active process in which learners construct new ideas or concepts based on their previous knowledge.

In this way, "CLIL classrooms are considered as environments which provide opportunities for learning through acquisition rather than through explicit teaching" (Dalton-Puffer, 2007, 3).

Moreover, this is totally related to *scaffolding* practice. *Scaffolding* is a key word in CLIL approach. According to Lutz, Guthrie & Davis (2006), this term refers to

any effort the teacher makes in order to engage and support the learners' cognitive skills and motivation during the learning process.

In short, a CLIL classroom “encourages naturalistic language learning and enhances the development of communicative competence in the target language” (Dalton-Puffer, 2007, 3).

Mehisto, Marsh & Frigols (2008) summarize the features of the CLIL methodology in six points (see Table 1). Basically, they point out six characteristics: a “multiple focus”, a “safe and enriching learning environment”, “authenticity”, an “active learning”, “scaffolding” and “co-operation”.

Table 1. Core Features of CLIL Methodology (Mehisto, Marsh, Frigols, 2008, 29)

CORE FEATURES OF CLIL METHODOLOGY	
1. <i>Multiple focus</i>	<ul style="list-style-type: none"> a) Supporting language learning in content classes b) Supporting content learning in language classes c) Integrating several subjects d) Organizing learning through cross-curricular themes and projects e) Supporting reflection on the learning process
2. <i>Safe and enriching learning environment</i>	<ul style="list-style-type: none"> a) Using routine activities and discourse b) Displaying language and content throughout the classroom c) Building student confidence to experiment with language and content d) Using classroom learning centres e) Guiding access to authentic learning materials and environments f) Increasing student language awareness
3. <i>Authenticity</i>	<ul style="list-style-type: none"> a) Letting the students ask for the language help they need b) Maximizing the accommodation of students interests c) Making a regular connection between learning and the students' lives d) Connecting with other speakers of CLIL language e) Using current materials from the media and other sources
4. <i>Active learning</i>	<ul style="list-style-type: none"> a) Students communicating more than the teacher b) Students help set content, language and learning skills outcomes c) Students evaluate progress in achieving learning outcomes d) Favouring peer co-operative work e) Negotiating the meaning of language and content with students f) Teachers acting as facilitators
5. <i>Scaffolding</i>	<ul style="list-style-type: none"> a) Building on a student's existing knowledge, skills, attitudes, interests and experience b) Repackaging information in user-friendly ways c) Responding to different learning styles d) Fostering creative and critical thinking e) Challenging students to take another step forward and not just coast in comfort
6. <i>Co-operation</i>	<ul style="list-style-type: none"> a) Planning courses/lessons/themes in co-operation with CLIL and non-CLIL teachers b) Involving parents in learning about CLIL and how to support students c) Involving the local community, authorities and employers

- *Teacher's role*

The CLIL teachers play a very precise role. They must provide and ensure both language and content learning. Since a non-native language is the medium of learning, teachers should provide as much feedback as they can in order to guarantee students' learning and make the content accessible.

Actually, as Mehisto, Marsh & Frigols (2008) state, CLIL implies having content teachers teach language, since they must use a non-native one as medium of learning. Therefore, they have an extra task: paying attention to those parts of the language that make students have difficulties in order to acquire the content.

Thus, teachers must be aware of the way they introduce the content and the way they speak. "Initially, teachers often speak slowly and use plenty of repetition, demonstrations, visuals and realia. Later, teachers speak at a more natural pace and encourage peer co-operative and independent learning. They work to create a climate that fosters continuous language growth" (Mehisto, Marsh & Frigols, 2008, 32).

On the other hand, teachers should not be simply knowledge transmitters. On the contrary, they must act as guides and models for the students. In other words, they should focus on monitoring their learners learning, both content and language, and help them reach the subject and language objectives.

Furthermore, students' interests and needs should be taken into account. They must try to part from these two ideas and, by *scaffolding*, start the learning process. In this way, teachers will have students learn in a successful and meaningful manner.

According to Mehisto, Marsh & Frigols (2008), language learning is more successful when having students do hands-on activities through experiments which relate to their lives, and by providing language support at the same time.

Definitely, "the main task of the teacher is to present the material to be learnt in such a way that it matches the learner's current state of understanding and encourages students to discover principles by themselves" (Dalton-Puffer, 2007, 8).

- *Student's role*

The learners are the protagonists of their own learning process. This means that they should construct their own knowledge and understanding with the teacher's help and guide who, by *scaffolding*, sets challenges to students.

Moreover, on the one hand, it must be clear that students are not empty knowledge individuals, but they already know many things before starting the corresponding unit. This is the reason why their previous knowledge must be taken into account at the beginning of every topic.

On the other hand, Mehisto, Marsh & Frigols (2008) state that learners are likely to use their native language at the beginning of the unit. This fact is normal and must not be relevant. The teacher figure is very crucial here. They must use the target language, address to the students in that language and encourage them to make use of it.

In short, the students must follow an active role which allows them to take the initiative, participate and take part of the learning process.

2.2.5. *The CLIL Unit Plan*

A CLIL Unit Plan is similar to any Unit Plan since it sets its specific aims, contents and assessment criteria. Yet, a Unit Plan based on this approach has its own features as well.

Establishing a CLIL programme in any subject implies changing the language of learning, from the learners' native language to a foreign language. Therefore, a CLIL Unit Plan must be very well-adapted to make learning accessible. In other words, the teacher cannot improvise the sessions, since CLIL requires a previous ruled planning, above all, due to the language of learning.

Coyle, Hood & Marsh (2010), state that the CLIL Unit Plan is characterized by its four points, usually known as the 4Cs: Content, Cognition, Communication and Culture.

These authors propose a scheme in order to plan a CLIL unit. Basically, it consists of following the 4Cs and taking them into account when planning the Unit.

Definitely, these four points, as a whole, are crucial for a CLIL Unit Plan since they clarify its development, make the teacher be aware of what and how they must teach, and connect the aims with the learning outcomes. Thus, as Coyle, Hood & Marsh (2010) state, although, the 4Cs can be developed individually, they take part of a whole and cannot be understood as separated elements.

- *STEP 1: Content.*

It refers to the CLIL unit topic of the specific subject. The whole planning depends on this first step, since it sets the basis for the entire unit.

Moreover, according to Coyle, Hood & Marsh (2010), instead of thinking of content in terms of knowledge acquisition, it is more helpful to think of it concerning the knowledge, skills and understanding that teachers wish their learners to access.

In short, this step stands for clarifying the topic which is going to be covered in the Unit by taking into account that it must be it accessible for the learners.

- *STEP 2: Cognition.*

A CLIL unit must provide students with many different ways for reinforcing their learning construction. For this, it is necessary to set challenges to learners according to their cognitive skills, so that they can create new knowledge and develop new abilities throughout the unit.

Coyle, Hood & Marsh (2010) propose using a kind of taxonomy which classifies different cognitive tasks regarding their higher-order and lower-order thinking.

The Bloom's taxonomy is a very useful example (see Figure 1). It points out a cognitive process dimension divided into "lower-order processing" and "higher-order processing". Therefore, the cognitive processes are classified concerning the grade of simplicity or difficulty, in such way that the first ones are simpler and the last ones are more complicated.

Using a kind of taxonomy is crucial when planning CLIL units, since it helps teachers to be aware of the huge variety of cognitive tasks they can demand and what cognitive efforts each one implies.

The Cognitive Process Dimension	
<i>Lower-order processing:</i>	
Remembering	Such as producing appropriate information from memory, e.g. <ul style="list-style-type: none"> • Recognizing • Recalling
Understanding	Meaning-making from experiences and resources, e.g. <ul style="list-style-type: none"> • Interpreting • Exemplifying • Classifying • Summarizing • Inferring • Comparing • Explaining
Applying	Such as using a procedure, e.g. <ul style="list-style-type: none"> • Executing • Implementing
<i>Higher-order processing:</i>	
Analysing	Breaking down a concept into its parts and explaining how the parts relate to the whole, e.g. <ul style="list-style-type: none"> • Differentiating • Organizing • Attributing
Evaluating	Making critical judgements, e.g. <ul style="list-style-type: none"> • Checking • Critiquing
Creating	Putting together pieces to construct something new or recognizing components of a new structure, e.g. <ul style="list-style-type: none"> • Generating • Planning • Producing
The Knowledge Dimension	
Factual knowledge	Basic information, e.g. <ul style="list-style-type: none"> • Terminology • Specific details and elements
Conceptual knowledge	Relationships amongst pieces of a larger structure that make them part of the whole, e.g. <ul style="list-style-type: none"> • Knowledge of classifications and categories • Knowledge of principles and generalizations • Knowledge of theories, models and structures
Procedural knowledge	How to do something, e.g. <ul style="list-style-type: none"> • Knowledge of subject-specific skills and algorithms • Knowledge of subject techniques and methods • Knowledge of criteria for determining when to use appropriate procedures
Metacognitive knowledge	Knowledge of thinking in general and individual thinking in particular, e.g. <ul style="list-style-type: none"> • Strategic knowledge • Knowledge about cognitive tasks • Self-knowledge

Figure 1. Bloom's Taxonomy (Coyle, Hood & Marsh, 2010, 31)

- *STEP 3: Communication.*

This step is crucial in CLIL unit plans since these involve students in using a foreign language. This automatically provokes the necessity of including a precise step which deals with the use of the language for *communication*.

On the one hand, as Coyle, Hood & Marsh (2010) state, it is essential to differentiate between language learning, referring to grammar and vocabulary, and language using, referring to the communication and its learning demands throughout the unit.

On the other hand, it is useful to differentiate three types of language that must be taken into account when planning a CLIL Unit and which are essential for learners' linguistic progression. The three of them are given the same importance:

1. Language *of* learning: it refers to the specific language of the theme, to be precise, the key vocabulary related to the content of the topic itself.
2. Language *for* learning: it refers to the kind of language that learners need to use throughout the unit to be developed in an effective way (asking questions, using expressions or vocabulary to express different ideas, etc.)
3. Language *through* learning: it refers to the kind of language which appears in the learning context, to be exact, the language to complete worksheets, carry out oral tasks, and predict and learn new words which come from activities.

Figure 2 provides a triptych of CLIL linguistic progression which represents the equality in importance regarding the three types of language, since all of them are at the same level.

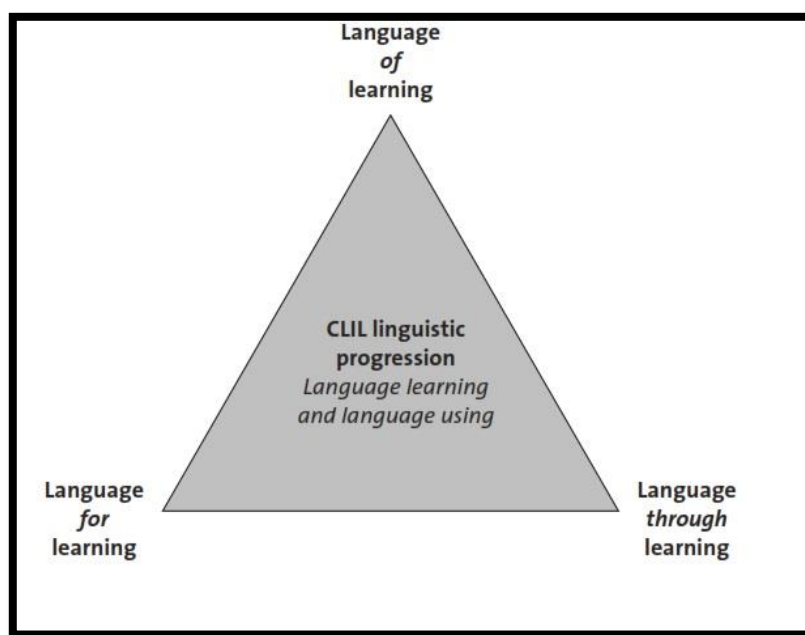


Figure 2. The Language Triptych (Coyle, Hood & Marsh, 2010, 60)

- *STEP 4: Culture.*

This is usually considered a trivial step. However, culture plays an important role in the CLIL unit. It is truly related to the learning context and global understanding. In other words, taking into account culture makes learners link their prior and new knowledge with the actual life and, in this sense, make learning more meaningful.

In fact, Coyle, Hood & Marsh (2010) state that many cultural experiences can be developed in the CLIL classroom and, consequently, make the classroom turn into a “lived-through” environment.

In short, culture seeks to make learners acquire a “self” and “other” awareness, establish their identity, be fair citizens, and grow as people.

Finally, Coyle, Hood & Marsh (2010) propose six stages for CLIL reflection in order to create a CLIL unit.

- “Stage 1: Vision”: it stands for constructing a shared vision of CLIL among teaching team and reflects on how to communicate the ideas and on describing the ideal CLIL classroom.

- “Stage 2: Context”: it stands for reflecting on the situation (who is involved in it; what the dominant language and subject is, how to make the wider community get involved in the situation).
- “Stage 3: Unit Planning”: it consists of developing the design of the unit, basically, by following the four steps concerning the 4Cs (Content, Cognition, Communication and Culture) and by doing a *Mind Map* regarding these steps.
- “Stage 4: Preparation”: it consists of transforming the previous design into materials, resources, tasks and activities.
- “Stage 5: Monitoring and Evaluating”: it stands for focusing on understanding classroom processes and types of assessment in order to have an idea of the future results.
- “Stage 6: Reflection and Inquiry”: it consists of reflecting on the CLIL practice which has been developed and trying to improve it. It involves filling in a *Checklist* which helps CLIL teachers to reflect on their CLIL unit plan.

2.2.6. CLIL results

CLIL approach is sometimes questioned regarding whether it is an appropriate method or not.

In fact, “common sense seems to say that students studying in a second language cannot possibly learn the same amount of contents as students studying in their first language. Some people are even convinced that CLIL students will fall behind their peers academically and that their native-language skills will suffer” (Mehisto, Marsh & Frigols, 2008, 20).

On the contrary, it is thought that CLIL learners acquire the competences and reach the objectives in a more effective and efficient way than non-CLIL students. This fact probably occurs since CLIL approach insists on facilitating content acquisition.

Actually, according to Mehisto, Marsh & Frigols (2008), some studies show that, in general, learners achieve the same or even better results when the learning process is based on CLIL. Moreover, in this sense, direct language teaching is

given less importance and the focus is on the content teaching, using the target language. This also makes learning language more effective for students.

Thus, CLIL helps learners to develop metalinguistic awareness, which means being able to compare different languages, choose the proper word to use in a precise moment, ensure their message is received by the listener and deduce meaning from context. Definitely, they acquire more communicative skills through the CLIL programme.

Furthermore, “for certain students, learning content in a CLIL class can be more motivating than in regular programming. They like the hands-on and participatory nature of the CLIL classroom, finding learning through CLIL to be fun and challenging” (Mehisto, Marsh & Frigols, 2008, 21). Dalton-Puffer (2007) states that CLIL classrooms aspire to become “streets”, in the sense of natural environments where language can be “picked up”.

As a final point, the success of learning a foreign language through CLIL is due to the fact that the topics and concepts of content subjects become the object of *real communication*, where natural use of the target language is possible.

Thus, as Dalton-Puffer states, it is not necessary to create specific tasks for linguistic goals, since CLIL itself already encompasses language learning in a big context and ensures the use of the target language for “*authentic communication*”. This is really what CLIL stands for and that is why CLIL entirely has effective results regarding language learning.

3. MATERIALS AND METHODS

3.1. Contextualization

The objective of this CLIL Unit, is to introduce students to the topic of “Plants” and learn some little aspects of these living things through meaningful, constructivist and motivational activities, as well as accomplish the language goals of the unit by using the target language, in this case, English.

The Unit has been designed for students from the first cycle of Primary Education, specifically for second graders (7 years old). It should be taught at the end of the academic year, during the last trimester for two reasons: first, their cognitive skills are more developed to achieve the objectives of the Unit; second, it is a very appropriate period to study Plants due to the coming of spring.

Furthermore, the classroom is made up of twenty students. Two of them suffer from ADHD (Attention Deficit Hyperactivity Disorder). Therefore, this fact will be taken into account and the appropriate measures will be developed. The teacher will try to make them participate more often; they will be given specific guidelines for the activities; the teacher will also try to pay more attention to them, in a discrete manner, in order to ensure learning and the learners will be specially encouraged and praised, and positively rewarded, when they deserve it, in order to and praised them up and increase their learning acquisition.

Finally, this Unit Plan has also been designed for a specific kind of school. It is a school which has a pure love for nature. It has many living things in there: some kinds of birds and plants. It has a vegetable garden as well, where upper graders students usually work on it. However, as it is a flexible unit, it could be adapted if necessary, for instance, to be applied in a different school.

3.2. Objectives

The general objectives from the Curriculum (DECRETO FORAL 24/2007), concerning the subject of “Conocimiento del Medio” (Science) in the second cycle of Primary School, have been selected in order to design the CLIL Unit Plan and regarding the topic of the unit.

These are some of the general objectives: understanding and writing some scientific texts appropriate to the learners' age; using the specific vocabulary and identifying the main elements of the natural environment; participation in hands-on activities; adopting and appropriate behaviour; interpreting, expressing and representing facts, concepts and processes of the natural environment.

3.3. Design

Before writing the development of the whole unit, it is useful to create a scheme which, first, helps teachers to reflect on their considerations of CLIL and, second, clarifies what teachers want their students to learn through the CLIL unit.

Therefore, in this section, a *CLIL Tool Kit* and a *Mind Map* are introduced as a previous design of the CLIL Unit Plan covered on section "4.1. Results".

On the one hand, the *Tool Kit* (see Table 2) is a template divided into six parts corresponding to the six stages for CLIL reflection ("Stage 1: Vision", "Stage 2: Context", "Stage 3: Unit Planning", "Stage 4: Preparation", "Stage 5: Monitoring and Evaluating", "Stage 6: Reflection and Inquiry"), covered on section "2.2.5. The CLIL Unit Plan", where some responses are given, in this case, by the author of the didactic proposal, concerning the six stages and the Unit Plan.

On the other hand, the *Mind Map* (see Figure 3) includes the 4Cs ("Content", "Cognition", "Communication" and "Culture") and their implications throughout the unit.

Thus, both instruments help to carry out the planning of the whole unit.

Table 2. CLIL Tool Kit for "Plants" Unit Plan (Coyle, Hood & Marsh, 2010, 75)

PLAN	Stage 1: VISION Constructing and owning a CLIL vision: global goals	<p>First of all, it must be considered the CLIL teaching team. In this case, It will be formed by all the learning community involving the headmaster, teachers, learners and their families.</p> <p>Secondly, it is important to take into account how the ideas can be communicated and shared. In this case, it can be possible through a virtual platform, meetings and by networking.</p> <p>Thirdly, it is necessary to think of the ideal classroom for CLIL. In this case, it would be a classroom bursting with interest, participation, motivation, curiosity, ambition for learning, respect to others... Definitely, a classroom where children love and enjoy learning, and respect others.</p> <p>Finally, what the teaching team wants the learners to achieve is the general objectives of the unit, the proposed aims of each lesson and the language goals.</p>
	Stage 2: CONTEXT The school, the learners, the community. Situating the vision in my own context: my own model for CLIL	<p>This CLIL programme is based on a specific content subject which is <i>Science</i> and it has a dominant foreign language, <i>English</i>.</p> <p>Moreover, the wider community is involved in the project through meetings and their participation in some units.</p>
	Stage 3: UNIT PLANNING Using the 4Cs to guide planning a unit of work. Creating our mind map.	<p>Sept 1. Considering content</p> <p>The content of the Unit Plan is related to "Plants" and appropriated to the learners' age.</p> <p>On the one hand, it has been used an existing curriculum which sets the basis of the whole unit and helps to select the new knowledge, skills and understanding of the theme to teach. This is the Curriculum of Primary Education from Navarre.</p> <p>On the other hand, students will learn some facts about plants and through them they will improve their English language and learn new communication skills in the target language.</p> <p>Finally, progression in learning is taken into account. At the end of each lesson learners will complete a self-assessment worksheet.</p> <p>Step 2. Connecting content and cognition</p> <p>The Bloom's taxonomy is used in order to connect content and cognition. Both, higher-order and lower-order thinking tasks are set in the unit: understanding, observing, identifying, classifying, differentiating, analysing, describing, recognizing, producing and summarizing.</p> <p>On the one hand, the activities which encourage the development of these skills are: observing, analysing, differentiating the parts of a plant; understanding the process of a plant; recognizing the uses of plants; producing a "Research" paper, etc.</p> <p>On the other hand, in order to ensure linguistic progression teachers will provide feedback and repetition throughout the sessions as well as scaffolded activities.</p> <p>In addition, students are given opportunities to discuss their new knowledge and understanding by observing activities and exploring previous knowledge activities as well as through the final mini-</p>

		<p>project.</p> <p>Finally, the teachers will know what students have learnt through initial, continuous and summative assessment</p> <p>Step 3. Communication-Defining language learning and using</p> <p>➤ <u>Language of learning:</u></p> <p>The key vocabulary of the unit is related to plants. The teacher will ensure learners have access to it through repetition and descriptions by providing feedback and presenting facts, and with activities which make students use the vocabulary of the unit.</p> <p>The content-obligatory language is:</p> <ul style="list-style-type: none"> - <i>Key words:</i> living and Non-living things, to be born, to grow, to reproduce, to die, to move, not to move, plant, flowerpot, ladybird, stone, parts of a plant (roots, stem, leaves, flower), autumn, seed, fruit, spring, vegetable garden, fruit, vegetables, furniture, wood, medicine, fabric, perfume, tomatoes, peas, asparagus, cauliflower, carrots, strawberries and lettuce. - <i>Phrases:</i> "I think...", "I don't think...", "It can...", "It cannot...", "I have seen...", "How do you spell...?", "What does _____ mean?", sequencing ("First..., next..., then..., finally..."), "I like...", "I don't like..." - <i>Grammatical demands:</i> comparative and superlative, descriptions and use of adjectives. <p>➤ <u>Language for learning:</u></p> <p>The kind of language learners need to operate effectively in this CLIL unit is the one they need to use in the classroom and to carry out every activity. Besides, students practice their new knowledge and recycle familiar language through the activities.</p> <p>Finally, the language which is used to assess the learning is accessible to the learners since it has been entirely used throughout the whole unit.</p> <p>➤ <u>Language through learning:</u></p> <p>Students already know some necessary language functions and notions. They will practice and extend them through the activities.</p> <p>At the same time, when new language emerges, the teacher will capture and select language for further development by providing feedback.</p> <p>Step 4. Developing cultural awareness and opportunities.</p> <p>There are different types of cultural implications for development in this unit: identifying <i>Living and Non-living things</i> from their school; identifying the parts of a common plant; comparing and relate their lives to the life of a plant; getting to know the parts of the plants that we eat and the importance of eating vegetables; getting to know some uses of plants; taking care of a plant.</p> <p>Moreover, students will be aware of the possibility of learning matter which language they are using</p>
	<p>Stage 4: PREPARATION</p> <p>Questions to steer the design of appropriate</p>	<p>On the one hand, some resources are accessed via the Internet. For instance, a video about plants is used in the unit.</p> <p>Furthermore, teachers can share lesson plan templates across institutions and contexts, since there are many models, materials and projects on the Internet. For instance, in Isabel Perez Web Page</p>

	materials and tasks.	<p>(http://www.isabelperez.com/clil/clicl_m_6.htm)</p> <p>On the other hand, what makes a good CLIL unit is the fact of being based on the constructivist theory which also takes into account the 4Cs as well as the learners' interests and needs.</p> <p>Besides, by setting teaching aims which are between the Zone of Proximal Development (ZDP), teachers ensure cohesion between the teaching aims and the learning outcomes. In other words, if the teaching aims are accessible to the learners, then, they can achieve the learning outcomes.</p> <p>As a final point, students are not expected to achieve the same rate of progression since each one is different and has a precise rhythm of learning. Therefore, by taking into account individual assessment, the teacher will know each learner's progression</p>
DO	<p>Stage 5: MONITORING AND EVALUATING</p> <p>Questions which assist in monitoring learner progress and evaluating the effectiveness of classroom practice.</p>	<p>On the one hand, teachers can monitor student's progression by having them do self-assessment worksheets at the end of each lesson in order to get to know what they have really learnt.</p> <p>On the other hand, before starting each session the teacher will ask students what they learnt the day before as a formative feedback. Besides, at the end of the unit, students will do a "research" paper as a summative feedback of the whole unit.</p> <p>Finally, it has been necessary to revisit the unit <i>Mind Map</i> in order to modify and improve it when planning the unit and when developing the lesson plans, since some aspects needed to be changed.</p>
REVIEW	<p>Stage 6: REFLECTION AND INQUIRY</p> <p>Creating opportunities for classroom inquiry and reflection which promote ownership of a theory of CLIL practice.</p>	<p>A teacher checklist is used to evaluate what the teacher has done and to identify lessons learned.</p> <p>Moreover, more good ideas can be found by networking with other CLIL teachers from other schools.</p> <p>As a final point, this experience enables teachers to reflect on their own professional learning. Thus, after putting the Unit into practice, the teacher will consider what went right and what went wrong and what can be adapted. This serves to reflect on the self-practice and to learn how to improve things.</p>

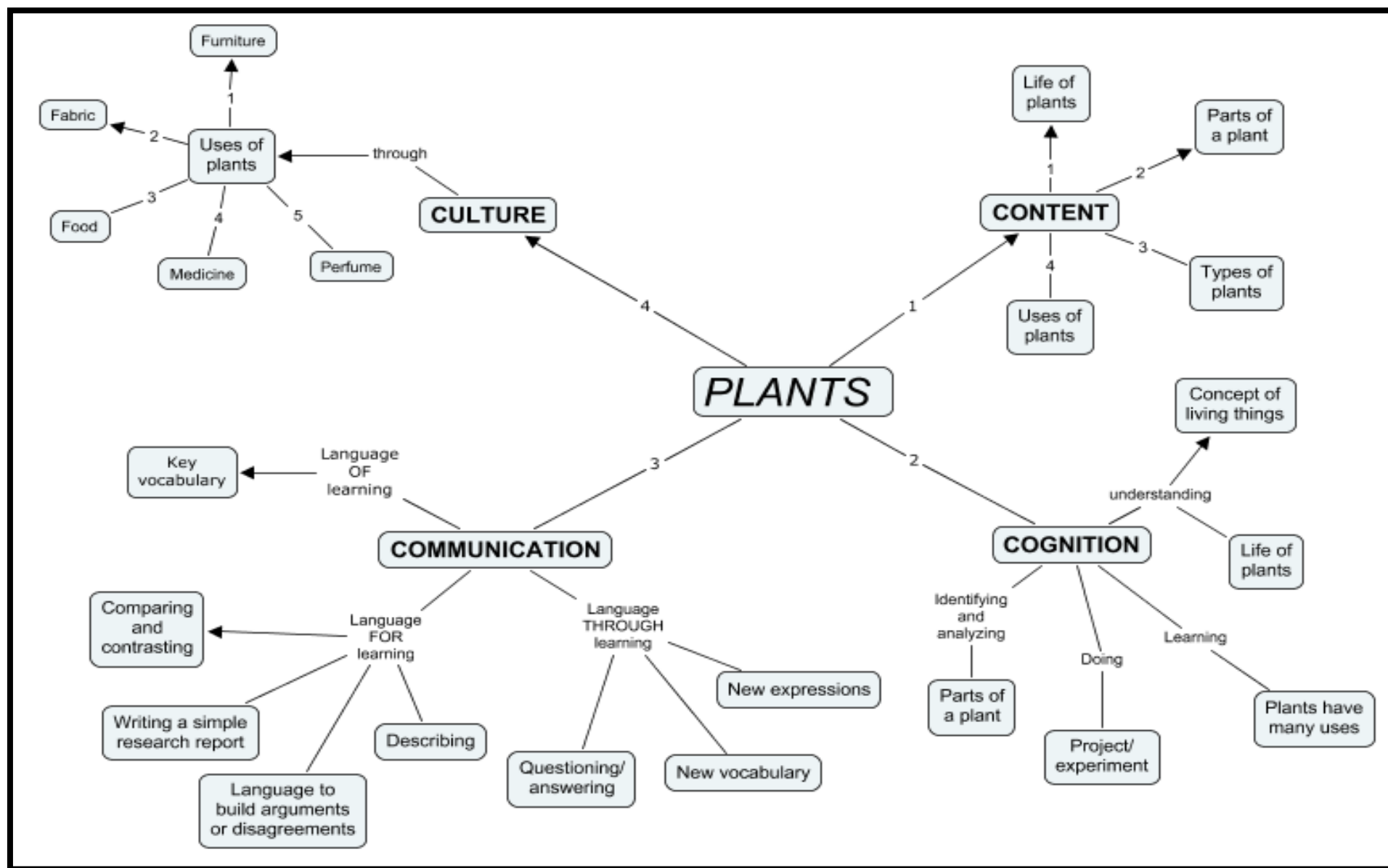


Figure 3. Mind Map

4. RESULTS AND DISCUSSION

4.1. Results

In this section, the Unit Plan about “Plants” is introduced. In order to ensure understanding, two points are emphasized: practical aspects regarding the design and content of the unit, and technical aspects regarding the format of the unit.

4.1.1. Practical aspects

The Unit Plan is divided into five *Lesson Plans*. The lessons are different subtopics of the Unit Plan about Plants. At the same time, these five lessons are divided into *Sessions*, which are the class time itself (55 min) and its activities. Each lesson has a different number of sessions depending on the length of the subtopic (see Figure 4).

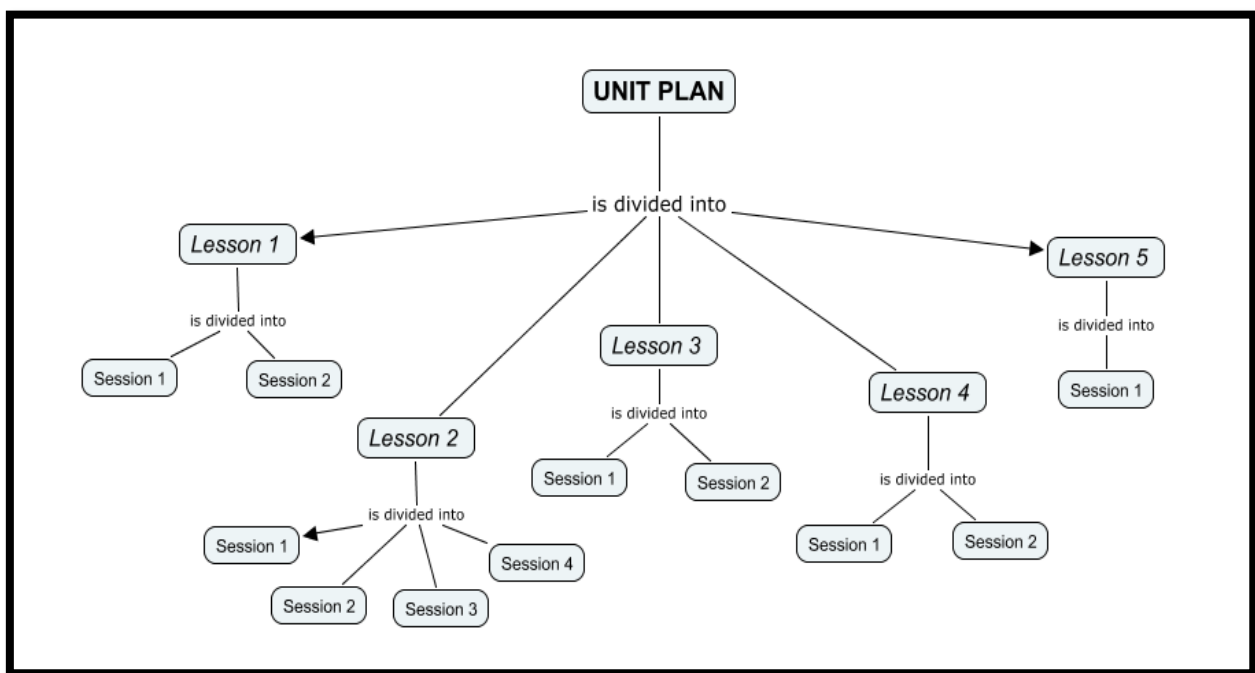


Figure 4. Unit Plan design

4.1.2. *Technical aspects*

The Unit Plan has been designed using two different kinds of charts. The first kind of chart is for the *Lesson Plans* and the second kind of chart is for the *Sessions* of each lesson. Each lesson plan and its sessions are developed in a specific colour chart, in such way that it is much easier to identify them:

- Lesson 1 → Session 1.1 + Session 1.2
- Lesson 2 → Session 2.1 + Session 2.2 + Session 2.3 + Session 2.4
- Lesson 3 → Session 3.1 + Session 3.2
- Lesson 4 → Session 4.1 + Session 4.2
- Lesson 5 → Session 5.1

Moreover, in each chart there are some [hyperlinks](#) to facilitate the whole understanding, mobility and reading of the whole unit. Therefore, in order to see the sessions of each lesson and the appendixes of each activity one can click on the corresponding [hyperlink](#).

4.1.3. *Unit Plan*



UNIT PLAN “PLANTS”

(LESSON PLANS AND SESSIONS)

CLARIFYING CHART

<u>UNIT PLAN: PLANTS</u>				
Lesson 1 “Living and Non-living things”	Lesson 2 “Parts of a plant”	Lesson 3 “Life of plants”	Lesson 4 “Uses and types of plants”	Lesson 5 “Final mini-project”
<ul style="list-style-type: none"> • Session 1.1. • Session 1.2. 	<ul style="list-style-type: none"> • Session 2.1. • Session 2.2. • Session 2.3. • Session 2.4. 	<ul style="list-style-type: none"> • Session 3.1. • Session 3.2. 	<ul style="list-style-type: none"> • Session 4.1 • Session 4.2 	<ul style="list-style-type: none"> • Session 5.1.

POSSIBLE TIMING CHART

<u>UNIT PLAN TIMING</u>										
Week 1					Week 2					Week 3
Lesson 1		Lesson 2			Lesson 3		Lesson 4		Lesson 5	
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday
Session 1.1	Session 1.2	Session 2.1	Session 2.2	Session 2.3	Session 2.4	Session 3.1	Session 3.2	Session 4.1	Session 4.2	Session 5.1

A close-up photograph of a green leaf with water droplets, serving as a background for the title. The leaf is curved and has several small, clear water droplets on its surface. The background is a soft-focus green, suggesting a natural setting.

LESSON PLANS

LESSON 1: LIVING AND NON-LIVING THINGS

LESSON 1: Living and Non-living things		SUBJECT: Science	LEVEL: 2 nd grade	TIMING: 2 sessions
AIMS			ASSESSMENT CRITERIA	
<ul style="list-style-type: none">To introduce the topic of the Unit (Plants) and get to know what they already know.To make learners aware of the difference between <i>Living and Non-living things</i>.To classify familiar things into <i>Living things</i> or <i>Non-living things</i>.To understand that Plants are Living things.			Teacher, peer- and self-assessment processes will be used to assess how well learners: <ul style="list-style-type: none">Understand the concept of <i>Living and Non-living things</i>.Distinguish, identify and classify different elements into one of the two groups (<i>Living or Non-living things</i>).Understand and use the new vocabulary of the lesson.	
TEACHING OBJECTIVES				
<u>Content</u>	<u>Cognition</u>	<u>Communication</u>		<u>Culture</u>
<ul style="list-style-type: none">Difference between <i>Living and Non-living things</i>.Examples of <i>Living and Non-Living things</i>.Why Plants are living things (born, grow, “eat, reproduce and die).	<ul style="list-style-type: none">Observing and identifying <i>Living things and Non-living things</i>.Classifying <i>Living things and Non-Living things</i>.Differentiating between <i>Living and Non-Living things</i>.	<ul style="list-style-type: none">- Language of learning:<ul style="list-style-type: none">➤ <u>Key vocabulary</u>: Living and Non-living things, to be born, to grow, to reproduce, to die, to move, plant, flowerpot, ladybird, stone, TV, child.- Language for learning:<ul style="list-style-type: none">➤ <u>Describing</u>: “A ... can/cannot grow, die, eat...”, “I have seen...”➤ <u>Comparing and contrasting</u>: “Living things are... and Non-living things are...”➤ <u>Other</u>: “How do you spell...?”, “What does ____ mean?”.- Language through learning: language to carry out worksheets and oral tasks; record, predict and learn new words which arise from activities; questions that come up through the sessions.		<ul style="list-style-type: none">Identifying <i>Living and Non-living things</i> from their school.Understanding they can learn, no matter which language they are using.
LEARNING OUTCOMES				SESSIONS (Click below)
By the end of the lesson learners will be able to: <ul style="list-style-type: none">Demonstrate understanding of the concept of <i>Living and Non-living things</i>.Identify and classify different beings in one of the groups (<i>Living things</i> or <i>Non-living things</i>).Use and understand the vocabulary of the lesson.Fill in a self-assessment sheet at the end of the lesson.				<ul style="list-style-type: none">SESSION 1.1SESSION 1.2

LESSON 2: PARTS OF A PLANT

LESSON 2: Parts of a Plant		SUBJECT: Science	LEVEL: 2 nd grade	TIMING: 4 sessions
AIMS			ASSESSMENT CRITERIA	
<ul style="list-style-type: none">• To get to know the different parts of a plant.• To identify, recognize and name the parts of a plant.• To compare the parts of different plants.• To draw a picture of a plant naming the different parts of it.• To experiment with the different parts of plants.			Teacher, peer- and self-assessment processes will be used to assess how well learners: <ul style="list-style-type: none">• Identify, recognize and name the parts of a plant.• Compare the parts of different kinds of plants.• Are able to draw a picture of a plant labelling the different parts.	
TEACHING OBJECTIVES				
<u>Content</u>	<u>Cognition</u>	<u>Communication</u>		<u>Culture</u>
<ul style="list-style-type: none">• Name of the parts of a plant.• Parts of a plant in different states.• Parts of different plants.	<ul style="list-style-type: none">• Identifying the parts of a plant.• Analysing the parts of different plants.• Describing and comparing the parts of different kinds of plants.	<ul style="list-style-type: none">- Language of learning:<ul style="list-style-type: none">➤ <u>Key vocabulary</u>: parts of a plant → roots, stem, leaves, flower.- Language for learning:<ul style="list-style-type: none">➤ <u>Describing</u>: “Plants have roots, a stem, leaves...”; adjectives (thick, thin, weak, soft, hard, strong, smooth, rough.), colours (brown, green, red and white).➤ <u>Comparing and contrasting</u>: comparative and superlative → “this stem is taller than this other one”.➤ <u>Other</u>: “How do you spell...?”, “What does ____ mean?”.- Language through learning: language to carry out worksheets and oral tasks; record, predict and learn new words which arise from activities; questions that come up through the sessions.		<ul style="list-style-type: none">- Identifying the parts of a common plant.- Understanding they can learn, no matter which language they are using.
LEARNING OUTCOMES				SESSIONS (Click below)
By the end of the lesson learners will be able to: <ul style="list-style-type: none">• Demonstrate understanding of the parts of a plant and draw a picture of that.• Identify, recognize and name the different parts of a plant.• Compare the parts of different kinds of plants.• Use and understand the vocabulary of the lesson.• Fill in a self-assessment sheet at the end of the lesson.				<ul style="list-style-type: none">• SESSION 2.1• SESSION 2.2• SESSION 2.3• SESSION 2.4

LESSON 3: LIFE OF PLANTS

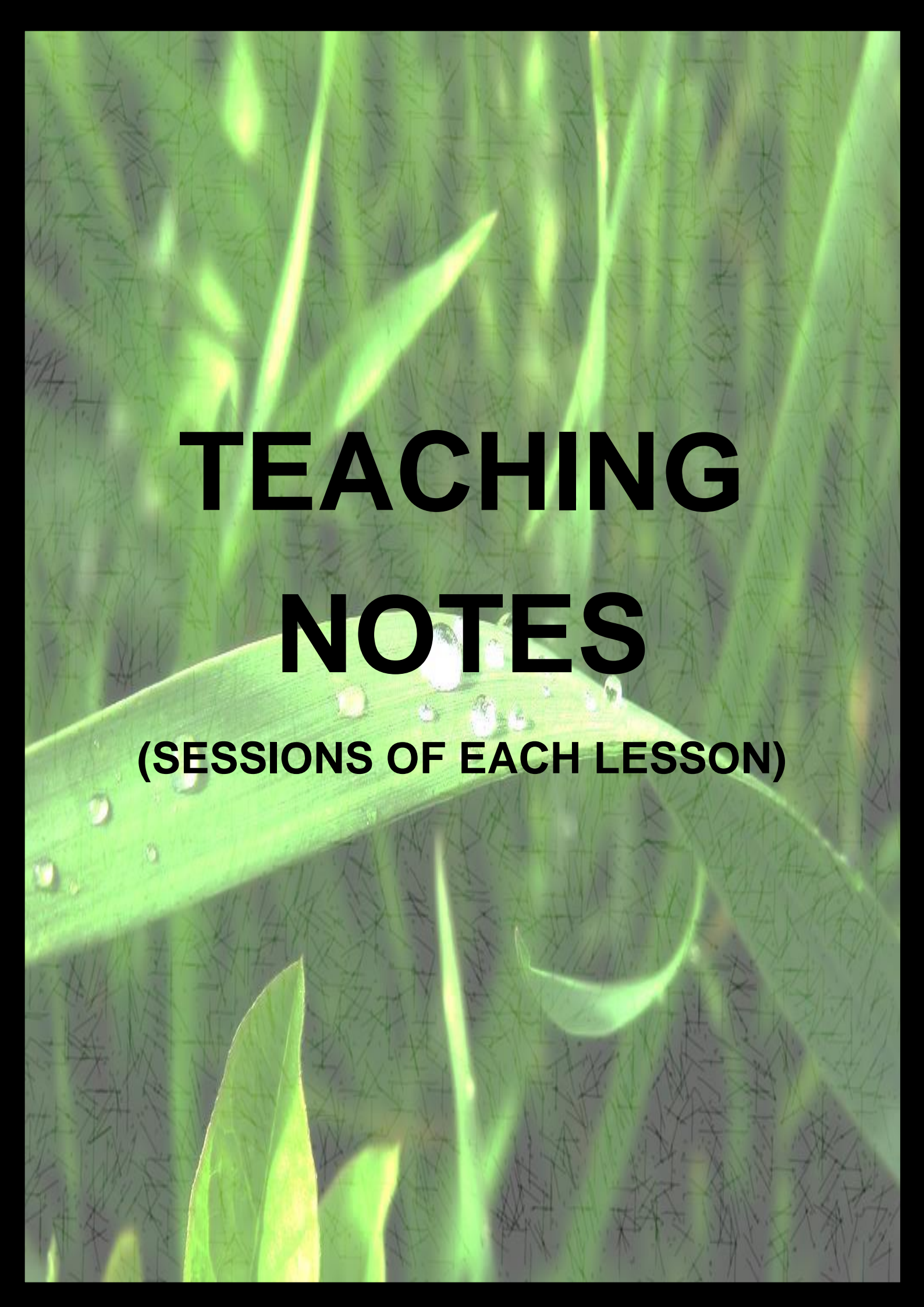
LESSON 3: Life of Plants		SUBJECT: Science		LEVEL: 2 nd grade		TIMING: 2 sessions	
AIMS				ASSESSMENT CRITERIA			
<ul style="list-style-type: none">To provide feedback about Lesson 1 (Living Things).To get to know the life process of a plant and what they need to live.To recognize the life process of plants, compare it with their lives.To interpret and describe the life process of plants.To draw a picture of a plant representing and describing the different stages.				Teacher, peer- and self-assessment processes will be used to assess how well learners: <ul style="list-style-type: none">Understand the life process of plants.Describe the process of the life of plants.Are able to draw a picture representing and describing the life process of plants.Are able to compare and relate their lives to the life of a plant.			
TEACHING OBJECTVES							
<u>Content</u> <ul style="list-style-type: none">Life process of plants: to be born, to grow and “eat”, to reproduce and to die.What a plant needs to live (water, soil, sunlight and air).		<u>Cognition</u> <ul style="list-style-type: none">Identifying the life process of plantsAnalysing each stage of the process.Describing the life process of plants.		<u>Communication</u> <ul style="list-style-type: none">- Language of learning:<ul style="list-style-type: none">➤ <u>Key vocabulary</u>: autumn, seed, fruit, spring, to be born, to grow, to eat, to reproduce to die, roots, stem, leaves, flower, sunlight, water, soil, air.- Language for learning:<ul style="list-style-type: none">➤ <u>Describing</u>: “first..., next..., then... and finally...”.➤ <u>Other</u>: “How do you spell...?”, “What does ____ mean?”.- Language through learning: language to carry out worksheets and oral tasks; record, predict and learn new words which arise from activities; questions that come up through the sessions.		<u>Culture</u> <ul style="list-style-type: none">- Comparing and relate their lives to the life of a plant.- Understanding they can learn, no matter which language they are using.	
LEARNING OUTCOMES						SESSIONS (Click below)	
By the end of the lesson learners will be able to: <ul style="list-style-type: none">Demonstrate understanding of the life process of plants.Identify, recognize, describe and draw the stages of the process.Compare their lives with a plant life.Use and understand the vocabulary of the lesson.Fill in a self-assessment sheet at the end of the lesson.						<ul style="list-style-type: none">SESSION 3.1SESSION 3.2	

LESSON 4: USES AND TYPES OF PLANTS

LESSON 4: Uses and types of plants		SUBJECT: Science		LEVEL: 2 nd grade	TIMING: 2 sessions	
AIMS				ASSESSMENT CRITERIA		
<ul style="list-style-type: none">• To get to know some uses and types of plants.• To get to know how a vegetable garden works.• To be aware of the big amount of uses that plants have.• To recognize some of the uses and types of plants• To differentiate some types of vegetables we usually eat, to recognize the part of the plant where they come from and to be aware of the importance of eating them.				Teacher, peer- and self-assessment processes will be used to assess how well learners: <ul style="list-style-type: none">• Recognize some types and uses of plants.• Differentiate some plants we usually eat and recognize the part of the plant where they come from.• Become aware of the importance of eating vegetables.		
TEACHING OBJECTIVES						
<u>Content</u> <ul style="list-style-type: none">• Uses of plants: food, furniture, fabric, medicine, other uses (perfume).• Types of plants: vegetables that we usually eat.• Parts of the plant that we eat and common names		<u>Cognition</u> <ul style="list-style-type: none">• Learning that plants have many uses.• Recognizing some uses and types of plants.• Differentiating the parts we eat from plants.		<u>Communication</u> <ul style="list-style-type: none">- Language of learning:<ul style="list-style-type: none">➢ <u>Key vocabulary:</u> vegetable garden, fruit, vegetables, furniture, wood, medicine, fabric, perfume; tomatoes, peas, asparagus, cauliflower, carrots, strawberries, lettuce.- Language for learning:<ul style="list-style-type: none">➢ <u>Likes/dislikes:</u> I like eating... / I don't like eating...➢ <u>Other:</u> “How do you spell...?”, “What does ____ mean?”.- Language through learning: language to carry out worksheets and oral tasks; record, predict and learn new words which arise from activities; questions that come up through the sessions.		<u>Culture</u> <ul style="list-style-type: none">- Getting to know the parts of the plants that we eat and the importance of eating vegetables.- Getting to know some uses of plants.- Understanding they can learn, no matter which language they are using.
LEARNING OUTCOMES					SESSIONS (Click below)	
By the end of the lesson learners will be able to: <ul style="list-style-type: none">• Demonstrate understanding of some types and uses of plants.• Recognize some types and uses of plants.• Differentiate some plants we usually eat and recognize the part of the plant where they come from.• Use and understand the vocabulary of the lesson.• Fill in a self-assessment sheet at the end of the lesson.					<ul style="list-style-type: none">• SESSION 4.1• SESSION 4.2	

LESSON 5: FINAL MINI-PROJECT

LESSON 5: Final Mini-project		SUBJECT: Science		LEVEL: 2 nd grade		TIMING: 1 session	
AIMS				ASSESSMENT CRITERIA			
<ul style="list-style-type: none">• To check students what students have learnt and achieved from this whole Unit.• To end the Unit Plan.• To introduce a final motivational activity: planting a plant.• To summarize all the content.• To make students involve in a mini-project.				Teacher, peer- and self-assessment processes will be used to assess how well learners: <ul style="list-style-type: none">• Demonstrate understanding of the whole unit.• Complete a “research” paper.			
TEACHING OBJECTIVES							
<u>Content</u>		<u>Cognition</u>		<u>Communication</u>		<u>Culture</u>	
<ul style="list-style-type: none">• Concept of living things and relation to plants.• Process of the life of plants.• What a plant needs to live• Some uses of plants		<ul style="list-style-type: none">• Producing a mini-project.• Summarizing all the content.		<ul style="list-style-type: none">- Language of learning:<ul style="list-style-type: none">➤ <u>Key vocabulary</u>: the one used in the previous lessons.- Language for learning: the one used in the previous lessons.- Language through learning: language to carry out worksheets and oral tasks; record, predict and learn new words which arise from activities; questions that come up through the sessions.		<ul style="list-style-type: none">- Taking care of a plant.- Understanding they can learn, no matter which language they are using.	
LEARNING OUTCOMES						SESSIONS (Click below)	
By the end of the lesson learners will be able to: <ul style="list-style-type: none">• Demonstrate understanding of the whole Unit.• Complete a “research” paper.• Take care of a plant.						<ul style="list-style-type: none">• SESSION 5.1	



TEACHING NOTES

(SESSIONS OF EACH LESSON)

SESSIONS

(LESSON 1)

SESSION 1.1.

TEACHING NOTES		UNIT PLAN: PLANTS			
LESSON 1 (Click) Living and Non-living things		SUBJECT: Science	SESSION: 1/2	TIMING: 55 min.	GRADE: 2 nd
OUTLINE		INSTRUMENTS FOR ASSESSMENT		SCAFFOLDING TIPS	
Introducing the topic of the Unit (Plants) and discovering the students' previous knowledge about it. Differentiating between Living and Non-living things. Understanding the concept of Living and Non-living things.		<ul style="list-style-type: none">Teacher's notes (learner's participation, attitude and behaviour).Questions (APPENDIX 1) = initial evaluation.Worksheets.		<ul style="list-style-type: none"><u>Language for the teacher</u>: "During this Unit we are going to do...", "We are going to be <i>plant researchers</i>...".<u>Language for the learner</u>: "I think...is a living/non-living thing", "I think...can be born/grow/die/eat", "Plants are..."	
ACTIVITIES					RESOURCES NEEDED
<u>Activity 1 (25 min): Becoming researchers</u> 1. Introduce the unit to the students (Plants) and tell them a summary of what they are going to do during the following weeks. To increase motivation, don't forget to tell them that they are going to be " <i>plant researchers</i> "! 2. Show the learners a true plant and ask them what they know about plants using a worksheet with the questions prepared (APPENDIX 1). Don't say whether the answers are correct or not but just monitor the learners in order to make them achieve some of the key words of the topic. Write them on the whiteboard through a brainstorming activity. Make sure, the concept of <i>Living and Non-living things</i> or something similar appears. 3. Tell learners they will discover all the answers during the Unit.					<ul style="list-style-type: none">A plantInteractive WhiteboardQuestions (APPENDIX 1)
<u>Activity 2 (30 min): Living or Non-living things?</u> 1. Show the students some pictures of different beings on the screen (APPENDIX 2) and make them classify them into <i>Living or Non-living things</i> asking if they can be born, can grow, can die and can eat. 2. Hand out a worksheet about that so that they can keep it with them and do it (APPENDIX 3). Correct it.					<ul style="list-style-type: none">Interactive Whiteboard: pictures of different beings (APPENDIX 2)Living and Non-living things worksheet (APPENDIX 3).

SESSION 1.2.

TEACHING NOTES		UNIT PLAN: PLANTS		
LESSON 1 (Click) Living and Non-living things	SUBJECT: Science	SESSION: 2/2	TIMING: 55 min.	GRADE: 2 nd
OUTLINE	INSTRUMENTS FOR ASSESSMENT		SCAFFOLDING TIPS	
Reinforcing what they learnt the day before providing feedback. Making a tour around the school (indoors and outdoors) focusing on the Living and Non-living things students can see there. Getting started to study plants.	<ul style="list-style-type: none">Teacher’s notes (learner’s participation, attitude and behaviour).Worksheets.Self-assessment sheet = continuous evaluation.		<ul style="list-style-type: none"><u>Language for the teacher</u>: “Let’s recap on what we did yesterday...”, “Let’s go for a walk around the school”, “Focus on what you see”, What have you seen?”.<u>Language for the learner</u>: “I have seen...”, “I think it is a living/non-living thing”.	
ACTIVITIES			RESOURCES NEEDED	
<u>Activity 1 (5 min): Providing feedback</u> 1. Have students remember what they learnt the day before by asking them questions (“What did we learn yesterday?”). Make sure they all know and understand everything.			<ul style="list-style-type: none">Interactive Whiteboard	
<u>Activity 2 (35 min): A tour around the school</u> 1. Take the children on a school tour (indoors and outdoors). Try to label the main living and non-living things and tell the learners to pay attention to everything they see. 2. Come back to class and hand out the “School worksheet” (APPENDIX 4). Show it also on the Interactive Whiteboard. Have students classify between Living or Non-living things what they have seen around the school. They can do it in pairs. Insist on the fact that plants are living things. Correct it.			<ul style="list-style-type: none">Interactive WhiteboardSchool worksheet (APPENDIX 4).	
<u>Activity 3 (15 min): Self-assessment</u> 1. Hand out a self-assessment worksheet in order to be filled in and make them reflect on what they have learnt during Lesson 1 (APPENDIX 5). Collect it.			<ul style="list-style-type: none">Self-assessment worksheet (1). (APPENDIX 5).	

SESSIONS

(LESSON 2)

SESSION 2.1.

TEACHING NOTES		UNIT PLAN: PLANTS		
LESSON 2 (Click) Parts of a Plant	SUBJECT: Science	SESSION: 1/4	TIMING: 55 min.	GRADE: 2 nd
OUTLINE	INSTRUMENTS FOR ASSESSMENT		SCAFFOLDING TIPS	
Discovering their previous knowledge about the parts of a plant. Learning the first part of a plant (roots) by observing some real plants and comparing their roots. Experimenting with roots: a study about roots.	<ul style="list-style-type: none">Teacher's notes (learner's participation, attitude and behaviour).Worksheets.		<ul style="list-style-type: none"><u>Language for the teacher</u>: "Try to name the parts of a plant", "Don't worry if you don't know them", "Let's observe these roots".<u>Language for the learner</u>: "I think...", "I know...", "I think these roots are..."	
ACTIVITIES				RESOURCES NEEDED
<u>Activity 1 (15 min): General ideas</u> 1. Show the learners a picture of a plant (APPENDIX 6) on the Interactive White board and give them the worksheet too. Have students try to name the different parts. No matter if they say them in their mother tongue; there will be time to learn them in English later. The main objective of this activity is to get to know what they already know about the parts of a plant. Don't correct it. 2. Let them paint the plant while the teacher says what colour each part needs to be painted.				<ul style="list-style-type: none">Interactive WhiteboardPicture of a plant (APPENDIX 6).
<u>Activity 2 (40 min): Roots</u> 1. Focus on the first part of a plant: roots. Choose two plants with different roots and bring them to class (e.g. orchids and mint). Make a circle in the classroom and have students observe them focusing on the roots. 2. Have students do the worksheet in which they analyse different roots (APPENDIX 7).				<ul style="list-style-type: none">2 real plants in transparent flowerpots (an orchid and mint)Analysing roots worksheet (APPENDIX 7).

SESSION 2.2.

TEACHING NOTES		UNIT PLAN: PLANTS		
LESSON 2 (Click) Parts of a Plant	SUBJECT: Science	SESSION: 2/4	TIMING: 55 min.	GRADE: 2 nd
OUTLINE		INSTRUMENTS FOR ASSESSMENT		SCAFFOLDING TIPS
Reinforcing what they learnt the day before providing feedback. Learning the second part of a plant (stem) by observing some real plants and comparing them. Experimenting with stems and leaves: a study about stems.		<ul style="list-style-type: none">Teacher’s notes (learner’s participation, attitude and behaviour).Worksheets.		<ul style="list-style-type: none"><u>Language for the teacher</u>: “Let’s recap on what we did the other days”, “Let’s observe these stems”.<u>Language for the learner</u>: “We learnt...”, “I think this stem is... and this one is...”.
ACTIVITIES				RESOURCES NEEDED
<u>Activity 1 (10 min): Providing feedback</u> 1. Have students remember what they learnt the day before by asking them questions (“What did we learn the last few days?”). Make sure they all know and understand everything.				<ul style="list-style-type: none">Interactive Whiteboard.
<u>Activity 2 (45 min): Stem</u> 1. Focus on the second part of a plant: stem. Use the two examples of real plants to let the students see the stems (e.g. an orchid and mint). Go to the playground and have kids observe and touch them. 2. Put students in pairs. Hand out a worksheet (APPENDIX 8) to describe and compare the two kinds of stems (soft and weak or strong and hard) from the two real plants (an orchid and a mint). Correct it.				<ul style="list-style-type: none">2 real plants (an orchid and mint)Analysing stems worksheet (APPENDIX 8).

SESSION 2.3.

TEACHING NOTES		UNIT PLAN: PLANTS		
LESSON 2 (Click) Parts of a Plant	SUBJECT: Science	SESSION: 3/4	TIMING: 55 min.	GRADE: 2 nd
OUTLINE		INSTRUMENTS FOR ASSESSMENT		SCAFFOLDING TIPS
Reinforcing what they learnt the two previous days providing feedback. Learning the third part of a plant (leaves) by observing some real plants and comparing them. Experimenting with stems and leaves: a study about leaves.		<ul style="list-style-type: none">Teacher’s notes (learner’s participation, attitude and behaviour).Worksheets.		<ul style="list-style-type: none"><u>Language for the teacher</u>: “Let’s recap on what we did yesterday”, “Let’s observe these leaves”.<u>Language for the learner</u>: “We learnt...”, “I think this leaf is... and this one is...”
ACTIVITIES				RESOURCES NEEDED
<u>Activity 1</u> (15 min): Providing feedback about roots and stems 1. Have students remember what they learnt the day before by asking them questions (“What did we learn yesterday?”). Show them a real plant and make them point at the roots and stems. Ask them how the roots and stems can be. Make sure they all know and understand everything.				<ul style="list-style-type: none">Interactive Whiteboard.
<u>Activity 2</u> (40 min): Leaves 1. Focus on the third part of a plant: leaves. Show the learners some kinds of different real leaves (rough and gentle). Make a circle in the classroom and have students observe and touch the different leaves. By showing examples, tell them they can be rough or gentle depending on the texture. 2. Have students in pairs and make them choose one kind of leaf. Let them use a magnifying glass to see and analyse the leaf. Hand out a worksheet (APPENDIX 9) to stick, describe it and draw a picture of it.				<ul style="list-style-type: none">Different kinds of real leaves.BinocularsAnalysing leaves worksheet (APPENDIX 9).

SESSION 2.4.

TEACHING NOTES		UNIT PLAN: PLANTS		
LESSON 2 (Click) Parts of a Plant	SUBJECT: Science	SESSION: 4/4	TIMING: 55 min.	GRADE: 2 nd
OUTLINE		INSTRUMENTS FOR ASSESSMENT		SCAFFOLDING TIPS
Learning the forth part of some plants (flower) by predicting, observing and comparing the flowers. Experimenting with flowers: a study about flowers. Concluding lesson 2 by ensuring that students have acquired the subject and linguistic content.		<ul style="list-style-type: none">Teacher's notes (learner's participation, attitude and behaviour).Worksheets.Self-assessment sheet = continuous evaluation.		<ul style="list-style-type: none"><u>Language for the teacher</u>: "Do all the plants...?", "Let's draw a picture of a flower".<u>Language for the learner</u>: "I think...", "I don't think...".
ACTIVITIES				RESOURCES NEEDED
<u>Activity 1 (30 min): Flower</u> 1. Ask students: Do all the plants have flowers? Discuss and reach a conclusion = not all the plants have flowers. 2. Focus on the forth part of some plants: flower. Have students draw and paint a picture of a flower (APPENDIX 10). They are likely to draw very similar pictures, so after that, show them a short video about the huge amount of flowers that exist on Earth (The Waltz of Flowers by Tchaikovsky) and while they are watching it show them some real flowers so that they can touch and smell them.				<ul style="list-style-type: none">"Draw a picture of a flower" worksheet (APPENDIX 10).Some real flowersVideo about flowers: Link: http://www.youtube.com/watch?v=jOzgVldYvps
<u>Activity 3 (30 min): Self-assessment</u> 1. Hand out a self-assessment worksheet in order to be filled in and make them reflect on what they have learnt during Lesson 2 (APPENDIX 11). Collect it.				<ul style="list-style-type: none">Self-assessment worksheet (2) (APPENDIX 11)

SESSIONS

(LESSON 3)

SESSION 3.1.

TEACHING NOTES		UNIT PLAN: PLANTS		
LESSON 3 (Click) Life of Plants	SUBJECT: Science	SESSION: 1/2	TIMING: 55 min.	GRADE: 2 nd
OUTLINE	INSTRUMENTS FOR ASSESSMENT		SCAFFOLDING TIPS	
Reinforcing what they learnt in Lesson 1 (Living things) providing feedback. Introducing life of plants and exploring previous ideas. Comparing their own lives with life of plants.	<ul style="list-style-type: none">Teacher’s notes (learner’s participation, attitude and behaviour).Worksheets.		<ul style="list-style-type: none"><u>Language for the teacher</u>: “Do you remember...?”, “Are plants...?”, “What/how/why can plants do?”.<u>Language for the learner</u>: “I think...”, “I don’t think...”.	
ACTIVITIES				RESOURCES NEEDED
<u>Activity 1</u> (30 min): Providing feedback (Living Things) and discovering previous knowledge (life of plants) 1. Ask learners “Do you remember what living things can do? / Are plants living things? / If so, what can they do?”. They are supposed to answer: to be born, to grow, to reproduce, to eat and to die. Try to guide them and help them to remember that (use pictures on the Internet if it helps). 2. Ask them a last question: “How can plants be born, grow, reproduce and eat? Why can they die?” Discuss. Focus on reproduction. Tell them there are many ways to get plants reproduced. Focus on the one that flowery plants do: the flower turns into the fruit which has seeds inside of it. When it falls down, seeds stay in soil and a new plant starts growing.				<ul style="list-style-type: none">Interactive Whiteboard
<u>Activity 2</u> (25 min): Comparing my life with the life of plants. Checking previous knowledge (life of plants) 1. Discussion: What can you do and what can plants do? Similarities and differences. Complete the worksheet (APPENDIX 12). Correct it.				<ul style="list-style-type: none">Similarities and differences between humans and plants worksheet (APPENDIX 12).Interactive Whiteboard.

SESSION 3.2.

TEACHING NOTES		UNIT PLAN: PLANTS		
LESSON 3 (Click) Life of Plants	SUBJECT: Science	SESSION: 2/2	TIMING: 55 min.	GRADE: 2 nd
OUTLINE	INSTRUMENTS FOR ASSESSMENT		SCAFFOLDING TIPS	
Getting to know the process of the life of plants. Sorting out the steps of the process. Drawing a picture about the four steps. Concluding lesson 3 by ensuring that students have acquired the content and language.	<ul style="list-style-type: none">Teacher’s notes (learner’s participation, attitude and behaviour).Worksheets.Self-assessment worksheet = continuous evaluation.		The focus of the unit is on language: <ul style="list-style-type: none"><u>Language for the teacher</u>: “We are going to read a story about the life of plants”.<u>Language for the learner</u>: “Can you repeat, please?”, “Can you speak louder?”, “Can you speak slowly, please?”.	
ACTIVITIES				RESOURCES NEEDED
<u>Activity 1 (30 min): Life of plants story</u> 1. Read a story about the life of plants (APPENDIX 13). Hand out a worksheet with the steps of the story messed-up so that they sort them out by following the reading (APPENDIX 14). <ul style="list-style-type: none">- First, read it aloud (stop whenever necessary to explain vocabulary or ideas).- Second, have students do the worksheet.- Finally, correct it.				<ul style="list-style-type: none">Interactive WhiteboardStory about life of plants (APPENDIX 13).Story worksheet (APPENDIX 14).
<u>Activity 2 (25 min): Self-assessment</u> 1. Hand out a self-assessment worksheet in order to be filled in and make them reflect on what they have learnt during Lesson 3 (APPENDIX 15). Collect it.				<ul style="list-style-type: none">Self-assessment worksheet (3) (APPENDIX 15).

SESSIONS

(LESSON 4)

SESSION 4.1.

TEACHING NOTES		UNIT PLAN: PLANTS			
LESSON 4 (Click) Uses and types of Plants		SUBJECT: Science	SESSION: 1/2	TIMING: 55 min.	GRADE: 2 nd
OUTLINE		INSTRUMENTS FOR ASSESSMENT		SCAFFOLDING TIPS	
Introducing uses and types of plants. Learning general uses of plants: food, furniture, fabric, medicine and perfume. Visiting a vegetable garden.		<ul style="list-style-type: none">Teacher's notes (learner's participation, attitude and behaviour).Worksheets.		The focus of the unit is on language: <ul style="list-style-type: none"><u>Language for the teacher</u>: "What do we use plants for?", "We are going to visit a vegetable garden".<u>Language for the learner</u>: "We use plants for..."	
ACTIVITIES					RESOURCES NEEDED
<u>Activity 1 (15 min): Previous ideas about uses of plants.</u> 1. Ask students: "What do we use plants for?". Ask for examples. Help them by saying some examples and make them reflect on this. 2. After the discussion it must be clear that we use plants for: food (e.g. fruit and vegetables), furniture (e.g. a desk made up of wood), fabric (e.g. a cotton T-shirt), medicine (e.g. chamomile) and perfume (e.g. lavender). Write them on the Interactive Whiteboard.					<ul style="list-style-type: none">Interactive Whiteboard
<u>Activity 2 (10 min): Food, furniture, fabric, medicine and perfume.</u> 1. Have children do a worksheet about some uses of plants (APPENDIX 16). Correct it					<ul style="list-style-type: none">Uses of plants worksheet (APPENDIX 16).
<u>Activity 3 (30 min): Let's go to the vegetable garden!</u> 1. Go to the vegetable garden and have students observe everything. Have the plants of each fruit and vegetable labelled so that learners can see how to say and write them in English. Tell them to focus on the vegetables or fruit that can be eaten. Tell them to memorize them (plants: tomatoes, peas, asparagus, cauliflower, carrots, strawberries, lettuce.). The vegetable gardener will explain the importance of eating vegetables and fruit (They contain lots of vitamins and it's important to eat a varied diet).					<ul style="list-style-type: none">Vegetable garden of the school.

SESSION 4.2.

TEACHING NOTES		UNIT PLAN: PLANTS			
LESSON 4 (Click) Uses and types of Plants		SUBJECT: Science	SESSION: 2/2	TIMING: 55 min.	GRADE: 2 nd
OUTLINE		INSTRUMENTS FOR ASSESSMENT		SCAFFOLDING TIPS	
Focusing on the use of plants related to food. Concluding lesson 4 by ensuring that students have acquired the content and language.		<ul style="list-style-type: none">Teacher’s notes (learner’s participation, attitude and behaviour).Worksheets.Self-assessment worksheet = continuous evaluation.		The focus of the unit is on language: <ul style="list-style-type: none"><u>Language for the teacher</u>: “What kind of plants did we see yesterday?”, “Can you remember?”<u>Language for the learner</u>: “We saw...”, “I remember...”.	
ACTIVITIES					RESOURCES NEEDED
<u>Activity 1</u> (25 min): What part of the plant am I eating? 1. Have students tell you what they have seen in the vegetable garden the previous day. Make a list on the blackboard writing down everything they say. Translate the vegetables and fruits they don’t know how to say in English. Tell them they can be the seeds, roots, stem, leaves or fruit of plants. Make them try to guess which part of the plant is each vegetable or fruit you have written on the Interactive Whiteboard. 2. Hand out a worksheet about vegetables and fruit to ensure they have learnt what parts of the plant we eat. (APPENDIX 17). Correct it.					<ul style="list-style-type: none">Parts of the plant we eat. Vegetables and fruit worksheet (APPENDIX 17).
<u>Activity 2</u> (40 min): Self-assessment worksheet. 1. Hand out a self-assessment worksheet in order to be filled in and make them reflect on what they have learnt during Lesson 4 (APPENDIX 18). Collect it.					<ul style="list-style-type: none">Self-assessment worksheet (4) (APPENDIX 18).

SESSIONS

(LESSON 5)

SESSION 5.1.

TEACHING NOTES		UNIT PLAN: PLANTS			
LESSON 5 (Click) Final Mini-project		SUBJECT: Science	SESSION: 1/1	TIMING: 75 min.	GRADE: 2 nd
OUTLINE		INSTRUMENTS FOR ASSESSMENT		SCAFFOLDING TIPS	
Planting some seeds in a flowerpot in order to have a plant for each one. Doing a mini-project: “Research” paper.		<ul style="list-style-type: none">Teacher’s notes (learner’s participation, attitude and behaviour).Mini-project (“Research” paper) = final evaluation.		The focus of the unit is on language: <ul style="list-style-type: none"><u>Language for the teacher</u>: “Since you are <i>plant researchers</i>, you are going to do a <i>research paper</i>”, “We are going to plant some different seeds”<u>Language for the learner</u>: “What have you planted?”, “I have planted a...seed.”	
ACTIVITIES					RESOURCES NEEDED
<u>Activity 1 (15 min): Let’s plant a plant!</u> 1. Have students plant a plant. Each student will plant some seeds of different plants which have different uses. There will be five different kinds of seeds from: tomatoes, strawberries, lavender, chamomile, and beans. They will keep them and carry them home. They will take care of them.					<ul style="list-style-type: none">Tools for planting: small flowerpots, soil, water and different seeds (tomatoes, strawberries, lavender, chamomile and beans).
<u>Activity 2 (60 min): My first “Research” Paper</u> 1. Have students complete the mini-project. Tell them they are going to do a “Research” paper (APPENDIX 19). Hand out the “Research” paper book and explain each exercise. For exercise 5 they need to choose five classmates who have planted different seeds and complete a chart, so tell them that they will have time to talk among them. Collect them.					<ul style="list-style-type: none">Mini-project (“Research” paper) (APPENDIX 19).

A close-up photograph of a green leaf, likely from a plant like a lily or iris, with several small, clear water droplets resting on its surface. The leaf is curved and occupies the lower half of the frame. The background is a dense field of similar green leaves, slightly out of focus. Overlaid in the center of the image is the word "END" in a large, bold, black, sans-serif font.

END

4.2. Discussion

This Unit Plan about “Plants” is a perfect example of a CLIL didactic proposal.

On the one hand, the unit follows the four steps regarding the 4Cs (Content, Cognition, Communication and Culture). They have been carefully developed through the whole unit, concretely, in each lesson plan, as well as the *scaffolding tips*.

On the other hand, the methodology is based on *constructivism*, since the unit promotes hands-on activities and meaningful learning acquisition; it takes into account the learners’ interests and needs; and both, teacher and students’ role, are clearly defined and differentiated. In other words, students learn as they do.

Actually, every aspect of this unit has been thought in order to ensure the learning acquisition of both, content and language.

Firstly, the order of the lessons has been established according to the difficulty progression and the necessity of constructing previous knowledge. In other words, each lesson supports the understanding of the following one.

Secondly, the *aims*, *assessment criteria* and *teaching objectives* of each lesson have been selected regarding the learners’ characteristics, capabilities and abilities, and by taking into account their ZPD (Zone of Proximal Development). Apart from this, the *learning outcomes* are developed in order to get to know what students will be able to do at the end of each lesson.

Thirdly, the *activities* seek to reinforce the students’ learning acquisition and to reach the objectives. Every activity and its corresponding resources are explained in detail and support the acquisition of each aim. Moreover, this Unit Plan does not stand for using a text book which gives directions to teacher’s practices, but for creating their own resources in order to implement the activities. In this way, the activities perfectly fit the learners’ needs and improve motivation.

Finally, the *instruments for assessment* have been entirely thought and designed in order to make students be aware of what they have learnt and make them feel comfortable during the assessment process. The idea is not to make learners know that they are being assessed indeed, but assess them in a

natural way through *self-assessment worksheets*, the *teacher's notes* and a *final mini-project*.

Beside this, the three kinds of evaluation are taken into account. Students are assessed at the beginning of the unit, during the unit and at the end of the unit. The *initial evaluation* is measured through the “previous knowledge questions”, the *formative* or *continuous evaluation* is measured through the “self-assessment worksheets” and the *summative* or *final evaluation* is measured through the “final mini-project”.

Furthermore, the unit is appropriate to students with learning disabilities, since it stands for hands-on and meaningful activities, as well as diverse subtopics and ways of constructing learning.

Another interesting point of this CLIL Unit Plan is that no homework is set to students. Although homework is a way of reinforcing learning and providing feedback, the two reasons why it is not considered essential are: first, the learners' age (7 years old), since they are too young to have them do extra work out of the school; second, this Unit provides enough resources to ensure students' learning acquisition of both, content and language at school. Therefore, it does not stand for setting homework to students, since they are provided with enough learning and feedback during the whole development of the unit in order to achieve its objectives.

In general, the whole unit enables each learner to acquire all the global objectives, mentioned in section “3.2. Objectives”, through the diverse activities, which is the main goal of any didactic unit.

Finally, as it is mentioned in section “2.2.5. The CLIL Unit Plan”, when referring to the six stages proposed by Coyle, Hood & Marsh (2010), “Stage 6: Reflection and Inquiry” stands for completing a *Checklist* in order to reflect and check the result of the whole unit according to the teacher. Therefore, in this case, I have considered myself the teacher, since I am the author of this CLIL Unit Plan and I have completed the *Checklist* below (see Table 3) through the use of “ticks” in order to mark the questions in relation to the results.

Table 3. CLIL Unit Checklist (Coyle, Hood & Marsh, 2010, 84)

CLIL Unit Checklist	
CLIL Theme: “Plants”	Date: 3 rd trimester
Unit of Work: number X	Class: 2 nd grade
Clarifying goals, teaching aims and learning outcomes	
<ul style="list-style-type: none"> ✓ Are the global goals (vision) embedded in the unit planning? ✓ Are the teaching aims clear? ✓ Are the learning outcomes defined? Which ones can be measured? 	
Content	
<ul style="list-style-type: none"> ✓ Have I considered how to scaffold content learning? ✓ Are my presentations of new content clear? ✓ Is the content accessible? 	
Language/Communication	
<ul style="list-style-type: none"> ✓ Are the students involved in <i>using</i> language? ✓ Are students involved in <i>learning</i> language? Are there adequate opportunities for them to practice the new language structures? ✓ Are my instructions clear? ✓ Are the questions I ask at the appropriate level? Do the questions relate to the cognitive demands? ✓ Have the students got adequate vocabulary/language to answer my questions? ✓ Are my presentations of new concepts clear? ✓ Have I planned language of learning? ✓ Have I planned language for learning? 	
Cognition/Thinking	
<ul style="list-style-type: none"> ✓ Are the questions/problems to be solved at the appropriate cognitive level? ✓ Have I considered how I can ensure that the learners progress cognitively, and how I can measure this progress? ✓ Are there ways to assist learners in developing a range of strategies through the CLIL language? 	
Culture	
<ul style="list-style-type: none"> ✓ Have I thought about the contribution that this unit makes to changing classroom culture (e.g. from arguing or not taking account of others' views to listening and managing differences of opinions)? ✓ Have I considered how the theme of this unit can promote awareness of cultural difference/global citizenship? ✓ Have I identified opportunities that are now available for me to develop a pluricultural perspective on what I am teaching because I am using the medium of another language? ✓ Have I identified opportunities in this unit which encourage curriculum links? Can we communicate with and work alongside learners from other countries? 	
Activities	
<ul style="list-style-type: none"> ✓ Do the tasks designed relate to the global goals, aims and outcomes in terms of the 4Cs? ✓ Is progression built into language and content tasks? ✓ Do the activities help to develop talk for learning? ✓ Have I considered which language is needed to carry out each activity? ✓ Is this an initial/progress/summary/assessment activity? 	

Supporting learning

- ✓ Are there adequate opportunities for students to engage in practical activities to experience CLIL?
- ✓ Have I identified which type of teacher scaffolding is needed to support language and learning?
- ✓ Have I analysed the content and cognition for potential difficulties?
- ✓ Have I recycled new language from previous units to support learner progression?

Assessment

- ✓ Have I considered how the learners will know what they have learnt?
- ✓ Have I considered how I will know what they have learnt?
- ✓ Have I decided what to assess during the unit to ensure that feedback informs further learning?
- ✓ Do I know what my choices are in terms of what I will assess?
- ✓ Do I know what kind of formative and summative assessment tasks I will need?

Reflection

- ✓ Is there variety (groups, pairs)?
- ✓ Have I allocated enough time?
- ✓ Have I thought about what I might change in this unit?
- ✓ Have I thought about what I might add to or leave out from this unit?
- ✓ How can I collect students' views about this unit? And act on them?

CONCLUSIÓN

Este estudio ha presentado una Unidad Didáctica basada en el enfoque AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras), el cual implica el uso de una lengua diferente a la lengua materna del alumnado, en este caso la inglesa, para el aprendizaje de contenidos curriculares.

Se trata de un enfoque muy propicio para el contexto educativo de hoy en día, ya que promueve el aprendizaje tanto del contenido como de la lengua extranjera, se ajusta a las necesidades del alumnado y tiene en cuenta las habilidades cognitivas de cada niño y niña.

La propuesta didáctica presente en este estudio, ha sido rigurosamente diseñada y planificada atendiendo a las implicaciones que el método AICLE implica. Plantea una propuesta viable para avanzar en el aprendizaje de la lengua inglesa a través del Conocimiento del Medio. Se centra, por tanto, en la enseñanza y aprendizaje de los contenidos de esta área, concretamente los propios del tema de las plantas en el segundo curso de la etapa de Educación Primaria, a través del uso de la lengua inglesa.

Concretamente, la secuencia sobre el tema de las plantas está dividida en cinco subtemas trabajados a lo largo de diversas sesiones a través de numerosas actividades constructivistas que promueven el uso y manipulación de materiales reales, y aumentan el interés y la motivación de los niños y niñas por el tema. A su vez, cada subtema requiere el uso de un vocabulario específico y promueve el uso de varias expresiones, ambos, por supuesto, en la lengua inglesa.

De esta manera, se consigue que el alumnado adquiera y alcance, no únicamente las competencias y los objetivos generales seleccionados para el tema de la unidad, sino que también se logra que adquiera la competencia comunicativa en la lengua extranjera establecida, pues existe una necesidad comunicativa: el uso de la lengua extranjera para el aprendizaje y construcción de nuevos conocimientos.

En definitiva, el método AICLE brinda la oportunidad de aprender una lengua extranjera desde edades muy tempranas y de una manera natural, ya que el aprendiz siente la necesidad de utilizar dicha lengua como medio para poder

comunicarse y aprender. Así pues, se puede afirmar que AICLE es una alternativa válida y muy apropiada para el proceso de enseñanza y aprendizaje de idiomas extranjeros.

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APPENDIXES

APPENDIX 1. Previous knowledge questions.**TEACHING NOTES****SESSION 1** (Lesson 1. Living and non-living things)**PREVIOUS KNOWLEDGE QUESTIONS****(For the teacher)**

1. What are plants?

2. Can plants move?

3. Are plants alive?

4. Can plants be born?

5. Do plants grow?

6. Do plants die?

7. Do plants eat?

Attention: this can be confusing for the students because they know that plants don't move but it does not mean that they are not alive

Living things

APPENDIX 2. Pictures of different beings.

TEACHING NOTES

SESSION 1 (Lesson 1. Living and non-living things)

PICTURES OF DIFFERENT BEINGS

(For the teacher)

LIVING AND NON-LIVING THINGS



APPENDIX 3. Living and Non-living things worksheet.

TEACHING NOTES SESSION 1 (Lesson 1. Living and non-living things)LIVING AND NON-LIVING THINGS WORKSHEET

(For students)

Name: _____ Class: ____ N°: __ Date: _____

LIVING AND NON-LIVING THINGS

A ladybird



A stone



A flowerpot



A child



A plant



A dog



A pencil



A TV

→ Complete the chart

LIVING THINGS	NON-LIVING THINGS

→ Answer the questions

1. Can a ladybird be born? _____
2. Can a child grow? _____
3. Can a plant die? _____
4. Can a dog eat? _____
5. Can they reproduce? _____

Living things are those which can BE BORN, GROW, REPRODUCE DIE and EAT, and Non-living things are those which cannot do that.

APPENDIX 4. School Worksheet.

TEACHING NOTES

SESSION 2 (Lesson 1. Living and non-living things)SCHOOL WORKSHEET

(For students)

Name: _____ Class: ____ N°: __ Date: _____

A TOUR AROUND THE SCHOOL

1. What living things and non-living things have you seen during the tour?

2. Write each one on the correct column.

LIVING THINGS	NON-LIVING THINGS

APPENDIX 5. Self-assessment worksheet (1).**TEACHING NOTES** **SESSION 2** (Lesson 1. Living and non-living things)**SELF-ASSESSMENT WORKSHEET****(For students)**

Name: _____ Class: ____ N°: __ Date: _____

1. WHAT HAVE I LEARNT?

1. Living things can _____, _____, _____,
_____ and _____, and Non-living things
_____ do that.

2. Plants, ladybirds, children, and dogs are _____.

3. Stones, flowerpots, pencils and TVs are _____.

4. Write three more examples of Living things:

_____, _____, _____.

5. Write three more examples of Non-living things:

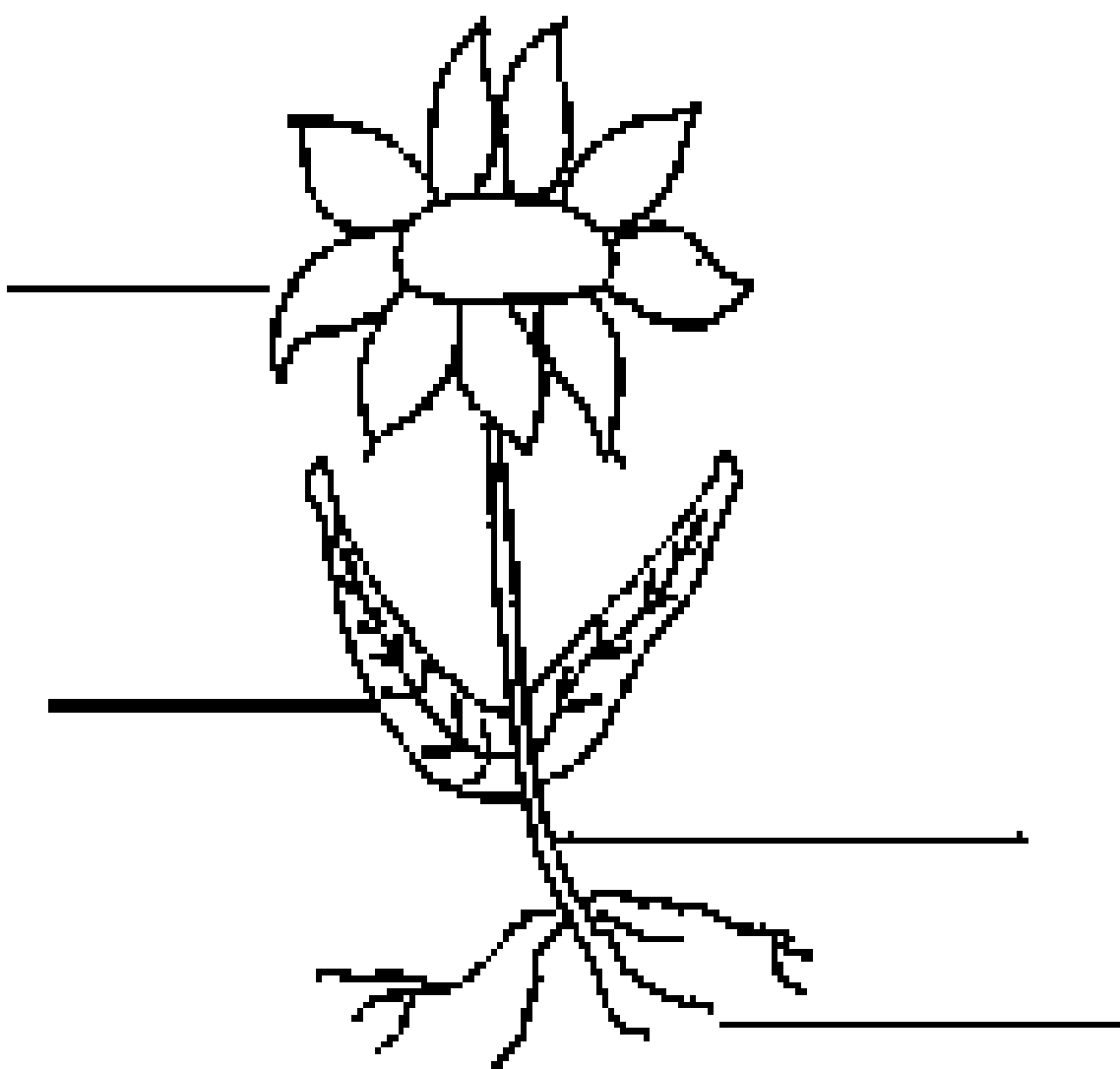
_____, _____, _____.

6. PLANTS ARE _____ THINGS.

APPENDIX 6. Picture of a plant.**TEACHING NOTES****SESSION 1** (Lesson 2. Parts of a plant)**PICTURE OF A PLANT**

(For students)

Name: _____ Class: ____ N°: __ Date: _____

PARTS OF A PLANT

APPENDIX 7. Analysing roots worksheet.

TEACHING NOTES

SESSION 1 (Lesson 2. Parts of a plant)ANALYSIS OF ROOTS

(For students)

Name: _____ Class: ____ N°: ____ Date: _____



Orchid

LET'S COMPARE ROOTS!

Mint



1. Fill in the gaps.

Thick

Thin

a. An orchid has _____ roots.

b. The mint plant has _____ roots.

2. Fill in the gaps.

Thicker

Thinner

a. Orchid roots are _____ than mint roots.

b. Mint roots are _____ than orchid roots.

3. Fill in the gaps.

Thickest

Thinnest

a. Orchid roots are the _____ ones.

b. Mint roots are the _____ ones.

APPENDIX 8. Analysing stems worksheet.

TEACHING NOTES

SESSION 2 (Lesson 2. Parts of a plant)ANALYSIS OF STEMS

(For students)

Name: _____ Class: ____ N°: __ Date: _____



An orchid

LET'S COMPARE STEMS!

Mint

Weak	Strong	Hard	Soft
Weaker	Stronger	Harder	Softer
Weakest	Strongest	Hardest	Softest

1. Fill in the gaps.

a. An orchid has a _____ and _____ stem.

b. Mint has a _____ and _____ stem.

2. Fill in the gaps.

a. Orchid stems are _____ and _____ than mint stems.

b. Mint stems are _____ and _____ than orchid stems.

3. Fill in the gaps.

a. Orchid stems are the _____ and _____ ones.

b. Mint stems are the _____ and _____ ones.

APPENDIX 9. Analysing leaves worksheet.**TEACHING NOTES****SESSION 3** (Lesson 2. Parts of a plant)**ANALYSIS OF LEAVES****(For students)**

Name: _____ Class: ____ N°: ____ Date: _____

LEAVES**1. My leaves:**

1. Stick your leaf here

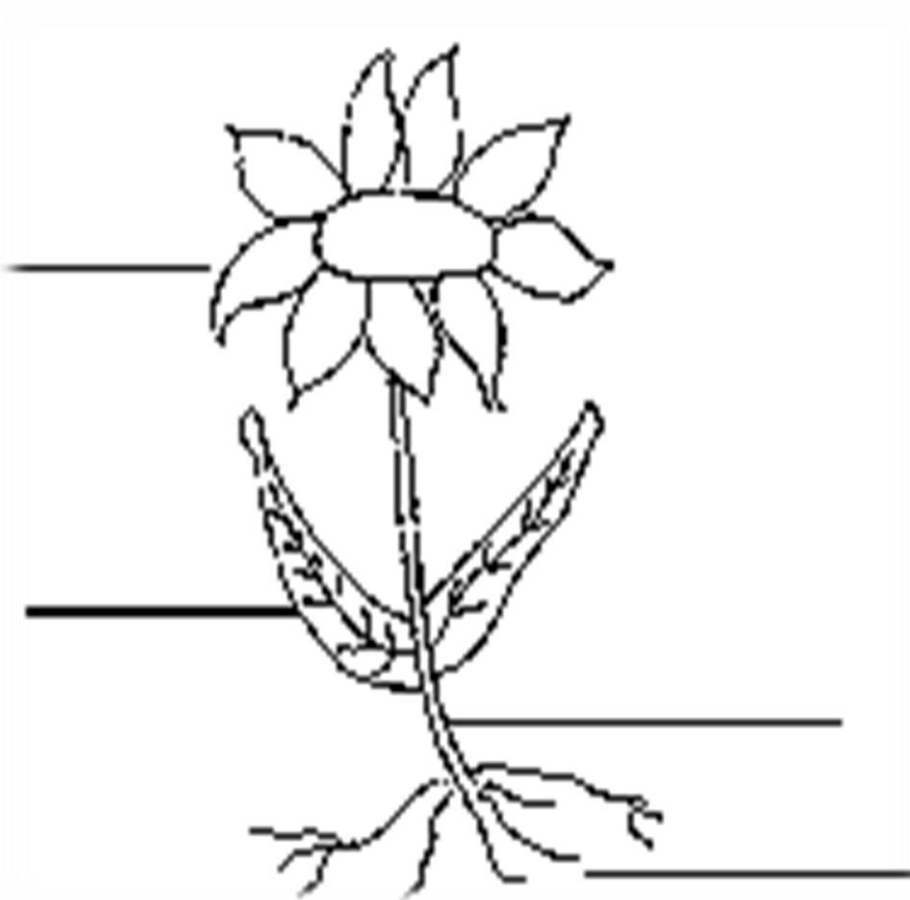
2. Draw your leaf here

→ Choose the appropriate word according to your leaf.
*It is a **rough** / **gentle** leaf.*

APPENDIX 10. “Draw a picture of a flower” worksheet.**TEACHING NOTES****SESSION 4** (Lesson 2. Parts of a plant)**PICTURE OF A FLOWER****(For students)****Name:** _____ **Class:** ____ **Nº:** ____ **Date:** _____**MY PICTURE OF A FLOWER**

APPENDIX 11. Self-assessment worksheet (2).**TEACHING NOTES****SESSION 4** (Lesson 2. Parts of a plant)**SELF-ASSESSMENT WORKSHEET****(For students)**

Name: _____ Class: ____ N°: __ Date: _____

2. WHAT HAVE I LEARNT?**1. Write the parts of a plant.****2. Fill in the gaps.**

- a. Roots can be: _____ or _____.
- b. Stems can be: _____ and _____ or _____ and _____.
- c. Leaves can be: _____ or _____.
- d. Not all the plants _____ flowers.

APPENDIX 12. Similarities and differences between humans and plants worksheet.**TEACHING NOTES****SESSION 1** (Lesson 3. Life of plants)**SIMILARITIES and DIFFERENCES BETWEEN HUMANS AND PLANTS****(For students)**

Name: _____ Class: ____ N°: ____ Date: _____

WHAT CAN I DO? WHAT? And WHAT CAN A PLANT DO?

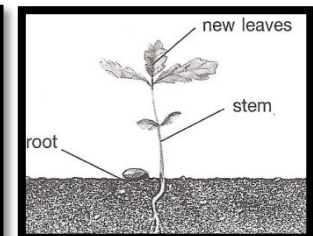
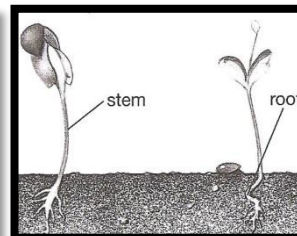
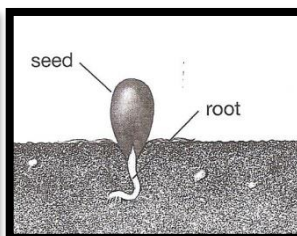
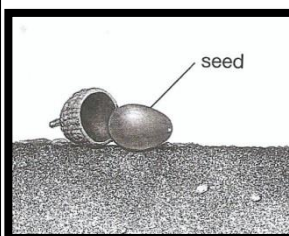
Me (draw pictures)	My plant (draw pictures)
I was born...	My plant was born...
I'm growing up...	My plant is growing up...
I need food (to eat)...	My plant needs water, soil, sunlight and air (to eat).
When I'm older I will be able to have children...	My plant can reproduce...
If I don't take care of myself I can get sick.	If I don't take care of my plant it can die.

APPENDIX 13. Story about life of plants.**TEACHING NOTES****SESSION 2** (Lesson 3. Life of plants)**STORY ABOUT LIFE OF PLANTS****(For the teacher)**

→ Plants need water, soil, sunlight and air to live. They make their own food.

→ They follow this process:

- 1. **First**, in the autumn the fruit falls to the ground and the seeds inside are scattered (go in all directions).
2. **Next**, in the spring, the seed opens and a root grows down into the soil.
3. **Then**, while the root develops in the soil, the stem grows up quickly into the air.
4. **Finally**, the first leaves appear and, in spring, if it is a flowery plant, flowers start appearing. Those flowers will turn into fruits which have seeds inside and...



APPENDIX 14. Story worksheet.

TEACHING NOTES

SESSION 2 (Lesson 3. Life of plants)STORY ABOUT LIFE OF PLANTS (messed-up)

(For students)

Name: _____ Class: ____ N°: ____ Date: _____

HOW DO PLANTS LIVE?

1. Complete:

Plants need _____, _____,
 _____, and _____ to live.

They make their own _____.

2. Sort out writing numbers (1, 2, 3 or 4) on each box and complete the process of the life of a plant.

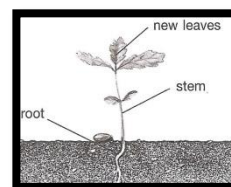
Next

Finally

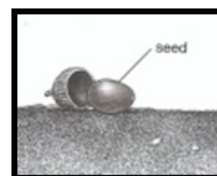
First

Then

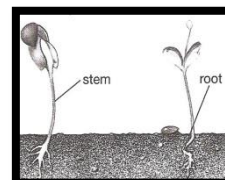
_____, the first leaves
 appear and, in spring, if it is a flowery
 plant, flowers start appearing. Those
 flowers will turn into fruits which have
 seeds inside and...



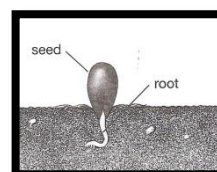
_____, in the autumn the
 fruit falls to the ground and the seeds
 inside are scattered (go in all directions).



_____, while the root
 develops in the soil, the stem grows
 up quickly into the air.



_____, in the spring, the
 seed opens and a root grows down into
 the soil.



APPENDIX 15. Self-assessment worksheet (3).

TEACHING NOTES

SESSION 2 (Lesson 3. Life of plants)SELF-ASSESSMENT WORKSHEET

(For students)

Name: _____ Class: ____ N°: __ Date: _____

3. WHAT HAVE I LEARNT?

1. What do plants need to live?

Plants need _____, _____,
 _____ and _____ to live.

2. Draw a picture about the process of the life of plants.

First...

Next...



Finally...

Then...



APPENDIX 16. Uses of plants worksheet.

TEACHING NOTES

SESSION 1 (Lesson 4. Uses and types of plants)SELF-ASSESSMENT WORKSHEET

(For students)

Name: _____ Class: ____ N°: __ Date: _____

USES OF PLANTS

1. Match the uses of plants with the pictures.

Furniture
(made up of wood)



Medicine (camomile)



Food
(vegetables and fruit)



Perfume (lavender perfume)



Fabric (cotton)



APPENDIX 17. Vegetables and fruit worksheet.

TEACHING NOTES

SESSION 2 (Lesson 4. Uses and types of plants)PARTS OF THE PLANT WE EAT WORKSHEET

(For students)

Name: _____ Class: ____ N°: ____ Date: _____

VEGETABLES AND FRUIT WORKSHEET

1. Match each vegetable or fruit with its part of the plant.



Flower

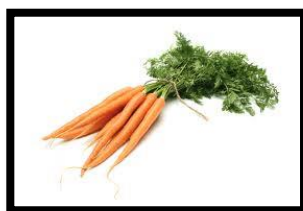
Leaves

Roots

Seeds

Stem

Fruit



2. Answer the following questions.

- Do you like cauliflower? _____
- Do you like asparagus? _____
- Do you like lettuce? _____
- Do you like strawberries? _____
- Do you like peas? _____
- Do you like tomatoes? _____

APPENDIX 18. Self-assessment worksheet (4).

TEACHING NOTES

SESSION 2 (Lesson 4. Uses and types of plants)SELF-ASSESSMENT WORKSHEET

(For students)

Name: _____ Class: ____ N°: ____ Date: _____

4. WHAT HAVE I LEARNT?

1. Write examples of each use of plants and match them with the pictures:

a. Furniture: _____

b. Medicine: _____

c. Food: _____

d. Fabric: _____

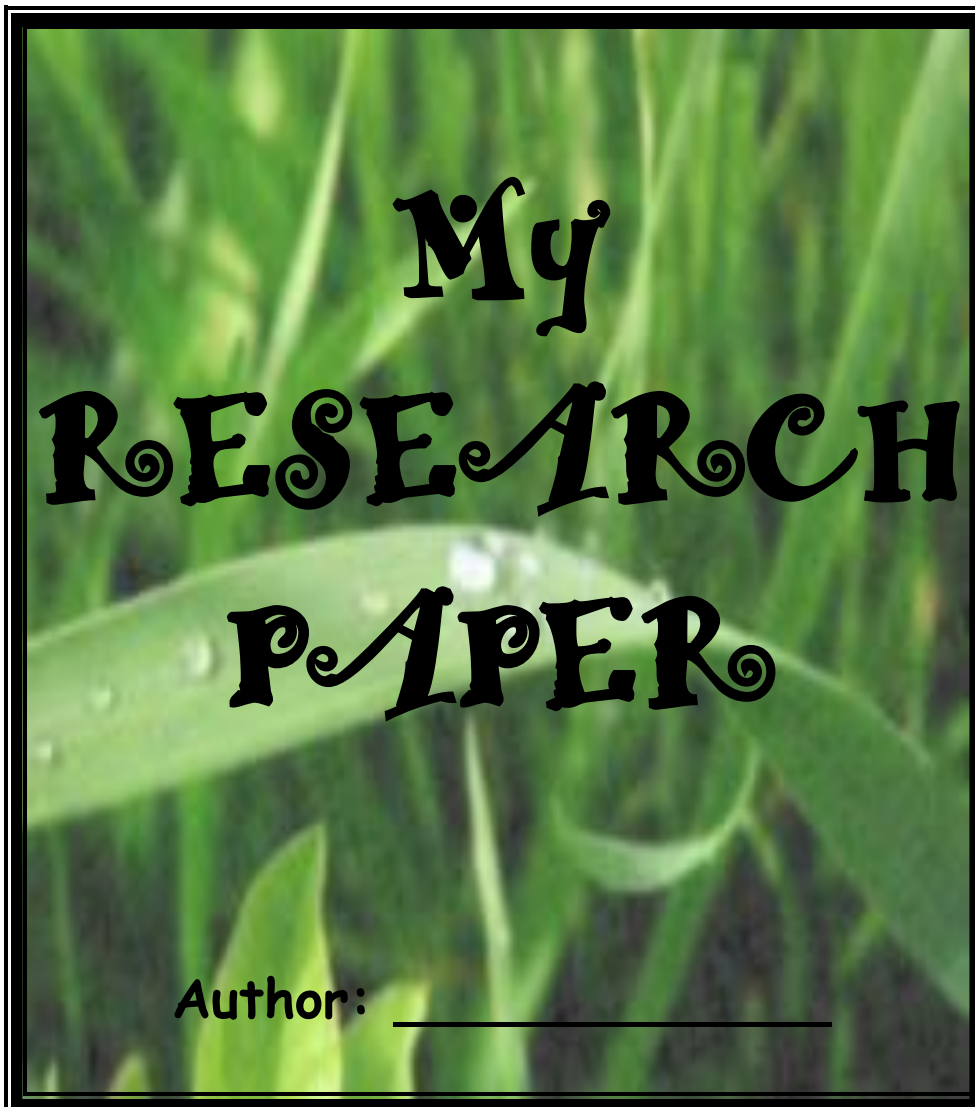
e. Perfume: _____



2. Match the pictures with their names and write the part of the plant:

a. ☐ Cauliflower = _____e. ☐ Carrots = _____b. ☐ Tomatoes = _____f. ☐ Peas = _____c. ☐ Asparagus = _____g. ☐ Lettuce = _____d. ☐ Strawberries = _____

APPENDIX 19. Mini-project (“Research” paper). (TEACHING NOTES. [SESSION 1](#). Lesson 5 “Final Mini-project”)

 <p>My RESEARCH PAPER</p> <p>Author: _____</p>	<h2>1. <u>Data</u></h2> <ul style="list-style-type: none">• Date of sowing : _____ (When did you plant the seeds?)• Type of plant: _____• Flower: YES NO• Use of the plant: _____ <p>1</p>
--------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2. My plant will be like this:

(Draw a picture of your plant and label its parts and describe them)

2

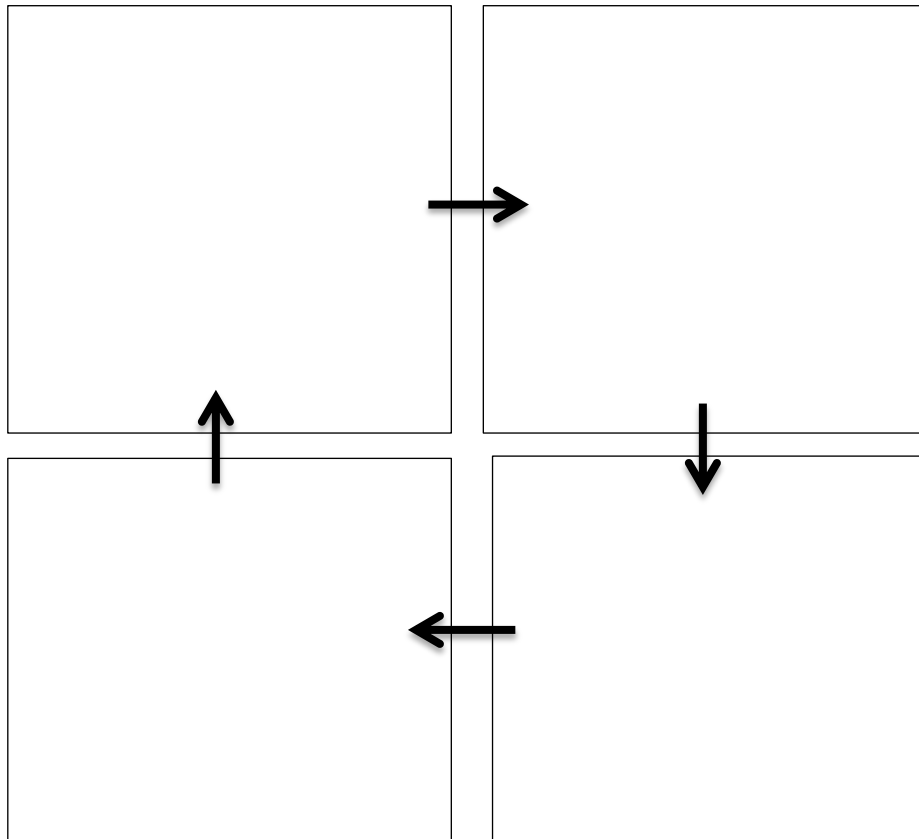
3. I will take care of my plant:

(Write what your plant will need to live)

3

4. My plant will follow this process:

(Draw and explain with few words the process of your plant)



4

5. My 5 classmates' plants

(Choose 5 classmates who have different plants and complete the chart)

NAME	TYPE OF PLANT	USE
1.		
2.		
3.		
4.		
5.		

5

6. Vegetable and fruits

Write some vegetables and fruits you like eating.
Which part of the plant are them?

Write some vegetables and fruits you don't like eating and you are going to try to eat them more often. Which part of the plant are them?



